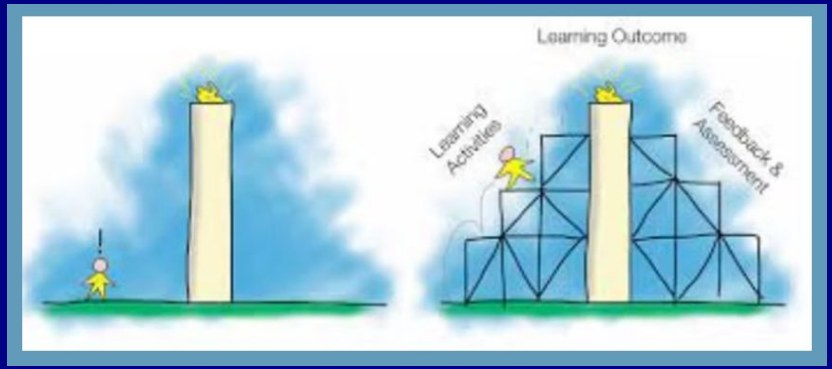
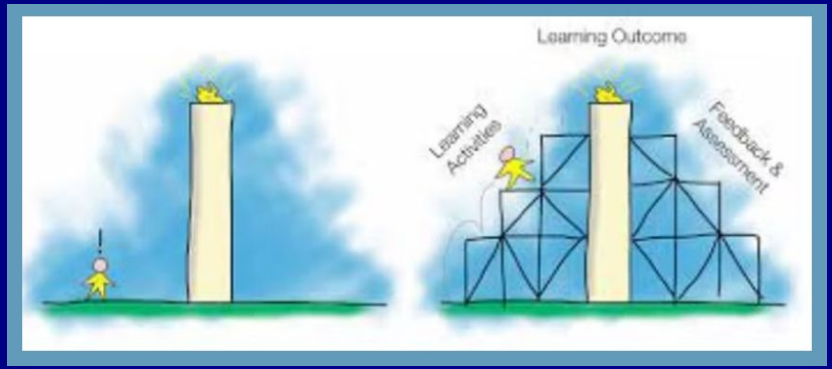
Scaffolded Assessment



Aligning teachers' assessment expectations and finding out what students really know


100
DANCE SCENE
MASHUP

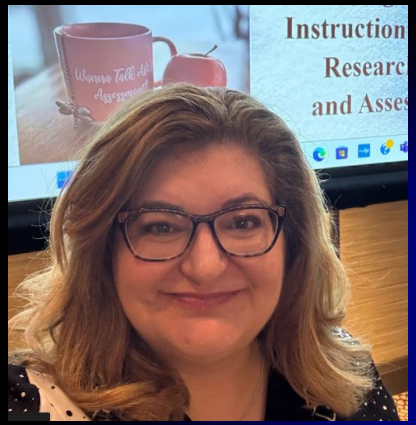
Scaffolded Assessment



Aligning teachers' assessment expectations and finding out what students really know

Love being here with you!

Your Presenters:



Shelly Cloke

Grade 6 LA/ Social Studies Teacher

Instruction and Assessment Contract Presenter

Assessment Nerd

Petra Hynes

Grade 8 Math/Science Teacher

Dedicated to learning and improving classroom practice


CBC
D-
say Test
Oct 2 2013
was a time when people
differently about every
an long time ago, statin
call it a rebirth because
ideas from ancient

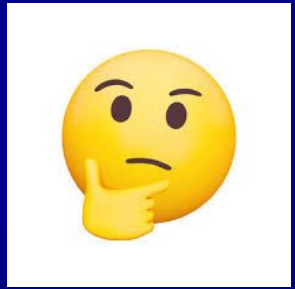
Try a Scaffolded Assessment!
What do you notice about:

The layout…

The connection between questions…

What it could show parents…

The progression of difficulty…



What it shows students…

Potential impact on student motivation and confidence…

How you approached the questions…

What it shows the teacher…

The Scaffolded Assessment

Learning Outcomes

Proficiency Indicators

Question guide (optional)

Outcome verb

Scaffolding Ass[illegible]t Sample ELAL 6: Poetry

Learning Outcome: Students ANALYZE how text form and structure clarify information and support co[illegible]ng with self, others, and the world.			
Knowledge, Understanding and Skill Focus: ANALYZE- (investigate and examine in detail) how figurative la[illegible]e and poetic structures contribute to creative expressions [illegible]as, including ballads.			
BEGINNING	DEVELOPING	MEETING/PROFICIENT	E[illegible]NG
A. Recall and define different types of figurative language or poetic structures.	B. Identify examples of figurative language or structural patterns in a poem.	C. Analyze the effect of the use of this example of figurative language.	D. Analyze the author's purpose: what might the author have been trying to say about life by using this figurative language device? How does it reinforce the theme of the poem?
1. Which device compares two things directly and does NOT use "like" or "as"? Circle your answer: Simile Metaphor	2. What type of figurative language device is used in the line "Down from the hills like and arrow we fly"? (line 18) _____	3. Analyze the effect of the figurative language device in question 2. What does it make the reader feel, think, remind them of, reinforce or emphasize? _____ _____ _____ _____	4. Analyze the author's purpose: what might the author have been trying to say about life by using this figurative language device? How does it reinforce the theme of the poem? _____ _____ _____ _____
5. List two words that rhyme in the poem _____ _____	6. What is the rhyme pattern in the poem? (Use As, Bs, etc. to show the pattern)	7. What is the effect of having a pattern of rhyming words? What do you think it is trying to make the reader feel, think, remind them of, reinforce or emphasize?	8. What is the author saying about life in the poem (theme)? How does the rhyme pattern reinforce this theme?
Overall mark: Beginning Developing Meeting Excelling		Comments:	

Scaffolded question sets-- increasing complexity

Question sets based on high probability request sequences research to enhance task initiation and completion

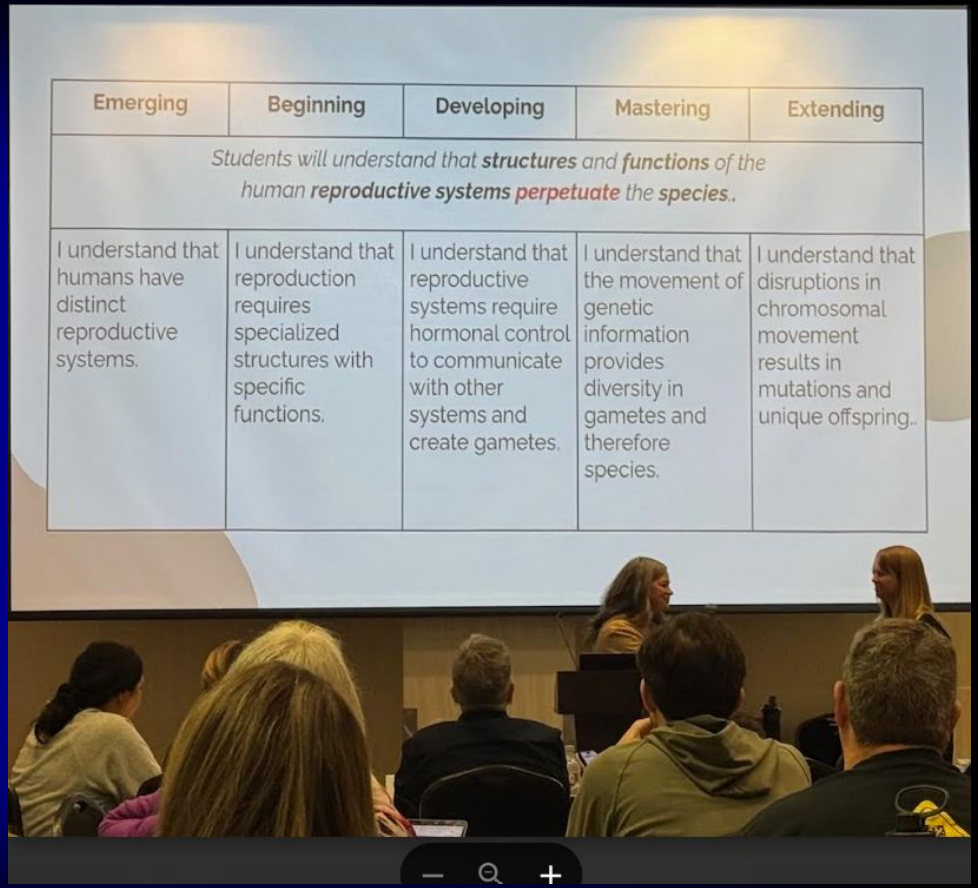
Recommend copying on ledger or legal sized paper

Marking Guide

Questions can be any type--short answer, fill-in-the-blank, multiple choice, long answer-- whichever best fits the outcome verb

All means ALL: Designing Assessment Tools for a Range of Learners

Colleen Teske & Kendra Seatter 2026
The New Assessment Era
AAC Conference



Advantages for **Students**

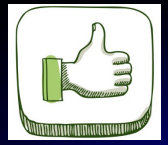
- Increase **resilience** and **motivation** to attempt and complete assessments
- **Experience success** and **boost confidence**
- Boost **autonomy** by doing questions in the order that works best for them
- Allow student to **self-assess** and get a stronger sense of how they did before the assessment is even graded
- See where their **learning is progressing** and what they need to master to get to the next level
- **Target improvements** with embedded feedback
- **Adapt and adjust** to the different types of questions and what they are looking for
- experience **deeper and more complex learning**
- Students with **learning challenges** can still show what they know

Advantages for Teachers

- More accurately identify where students are at in the **learning progression**
- More accurately **target extra practice needed** or what **foundational skills** need to be developed
- Provides a **simple and clear way to show parents** where a students is at in their learning
- Enriches teachers' **understanding of outcomes** and the skills needed to master the outcomes
- Have a **platform to discuss "What is Meeting?"** with teacher teams to achieve more consistency with learning expectations
- Allows **explicit teaching** of complex and abstract cognitive skills

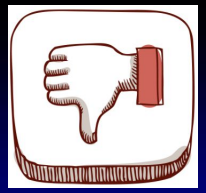
Advantages for Teachers

- Enjoy **easier marking that tells us more**--gives quality data
- Enhances **report card comments** and **parent-teacher interview discussions**
- Format can be used for **practice, pre and post learning assessments, diagnostic and common assessments**
- Students with **learning challenges** can still show what they know, especially those who can be successful on cognitively complex and abstract questions



Advantages for **School Leaders**

- Provides a **platform or focus** for grade level or subject area **team meetings**
- Facilitates the **discussion between teachers** about what constitutes meeting; helps to ensure expectations are consistent between teachers
- Gives **more accurate student performance data** which in turn, supports quality educational decisions
- Better informs **parents**
- **Students can experience success and grow**



Drawbacks

- AI cannot make it for you (BUT it can generate useful questions!)
- Making questions is sometimes difficult and makes your brain hurt
- Teachers are busy and it takes time to make one
- Teacher teams may not agree on what is a Meeting (or other level) question
- What if the rest of your team is not using them--does it still work?
- Will it prepare students for high school, achievement, and diploma tests?
- Students complain it makes them have to think too hard (actual student feedback)
- The paper is big and can impede a student's water bottle placement on their desk (actual student feedback!)
- Students know when the hard questions are coming and dread them...some like to be surprised (actual student feedback)

FYI: AI generated scaffolded assessment for the poem, "The Fog"


I DON'T EVEN KNOW
WHERE TO START

Step 1: Analyze Your Outcomes

Find the performance verb to determine the cognitive skill you are assessing.

alberta assessment consortium

Find the performance verb to determine the cognitive skill to assess

use relationships to summarize, generalize and extend patterns to understand the environment and solve everyday problems.

Specific Outcomes

Students will:

1. identify, describe and summarize patterns and relationships in spoken and written form

Communication | Connections | Reasoning | Visualization

2. make predictions based on everyday patterns and use patterns to draw conclusions

Connections | Estimation and Mental Mathematics | Reasoning

3. create expressions and rules to describe, complete and extend patterns and relationships

Communication | Connections | Problem Solving | Reasoning

4. identify, describe and demonstrate the safe and correct use of power and specialty hand tools used in the trade

4.1 identify and describe the following common specialty tools:

- **4.1.1** tube flare kit
- **4.1.2** tubing cutter
- **4.1.3** tubing bender
- **4.1.4** twist drills
- **4.1.5** reamers
- **4.1.6** taps and tap handles
- **4.1.7** dies and diestock
- **4.1.8** stud extractors
- **4.1.9** pneumatic tools
- **4.1.10** drill press
- **4.1.11** pedestal grinder
- **4.1.12** vises
- **4.1.13** hack saws

Functional Fitness

Students will:

B7-1 analyze personal nutritional habits and how they relate to performance in physical activity
B7-2 demonstrate and evaluate ways to achieve a personal functional level of physical fitness
B7-3 explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activity; analyze individual abilities and formulate an individual plan for growth

2.1.1 Discern and analyze context

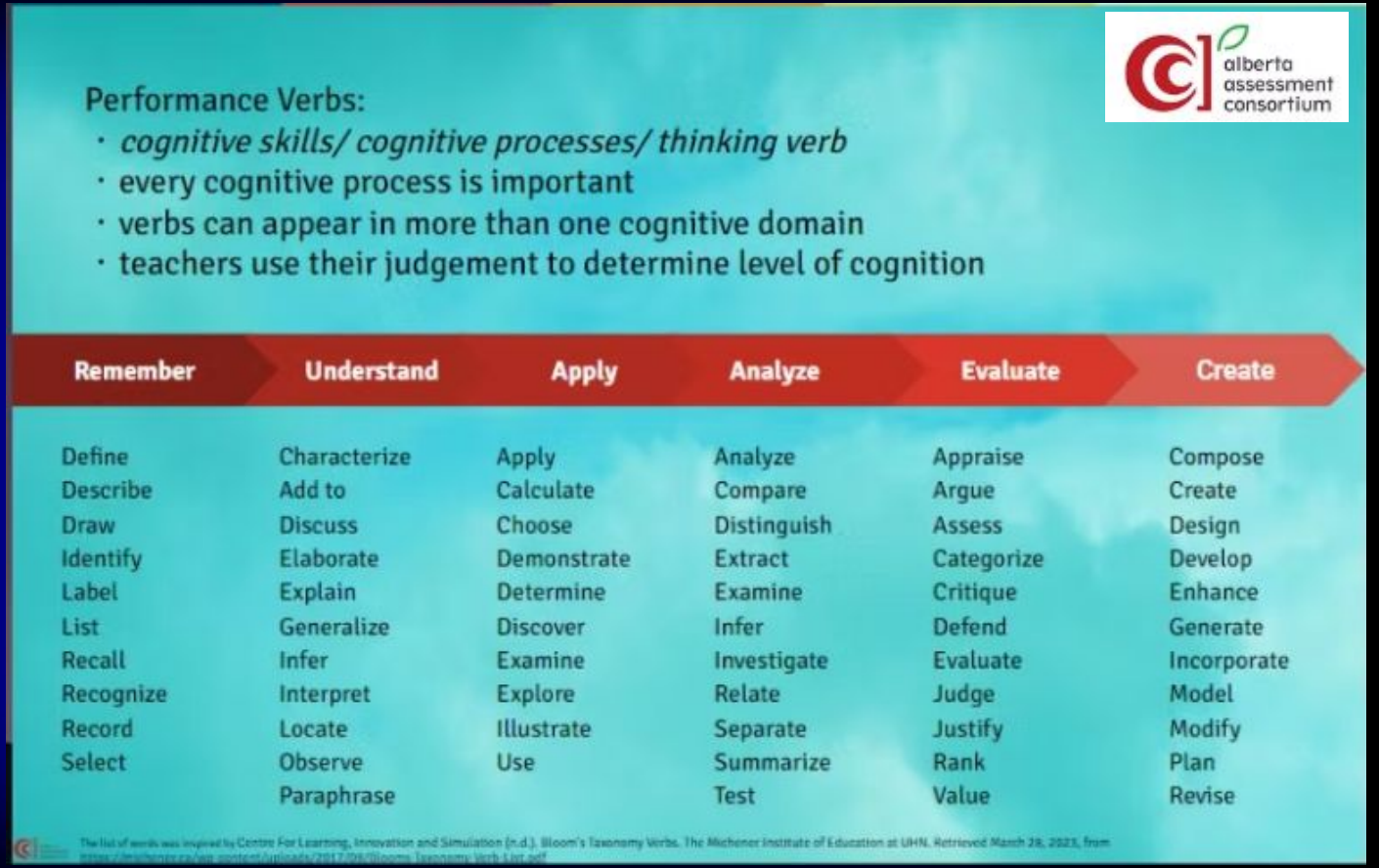
a. identify a variety of different kinds of texts, audiences and purposes for creating texts [for example, purposes could include to inform, persuade, entertain or inspire; the purpose of a print advertisement is to sell a product]

b. use features found within a text as information to describe the communication situation within which the text was created [for example, use specialized terminology, jargon, acronyms and idioms within a text to describe context]

c. describe the relationship between text and context [for example, constraints of time and space, issues of gender and culture, whether or not the audience is present]

The Outcome Verb

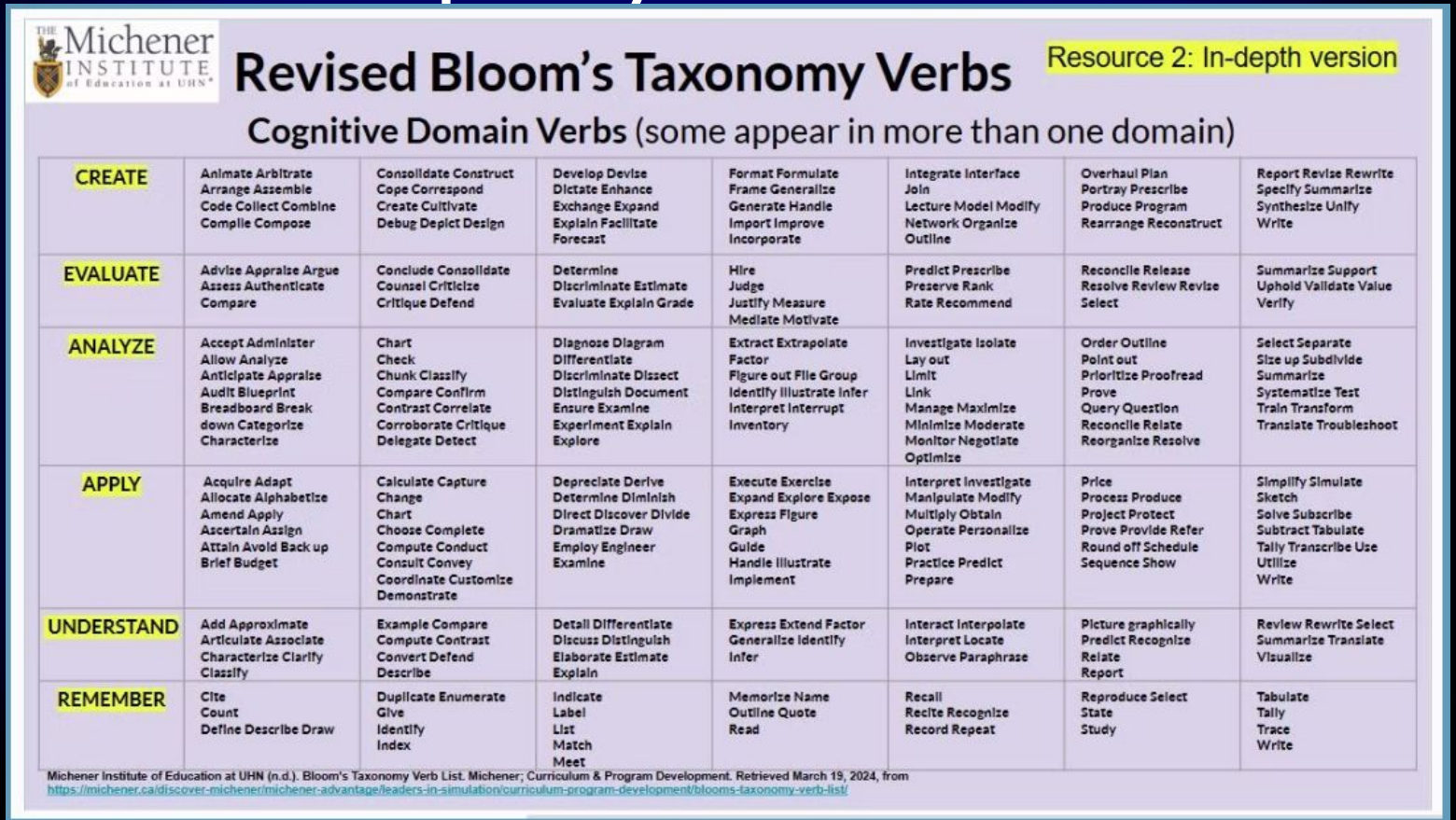
What level of complexity do we want to assess?



[Full list of Bloom's Taxonomy verbs]

The Outcome Verb

What level of complexity do we want to assess?



The Michener Institute of Education at UHN

Revised Bloom's Taxonomy Verbs

Resource 2: In-depth version

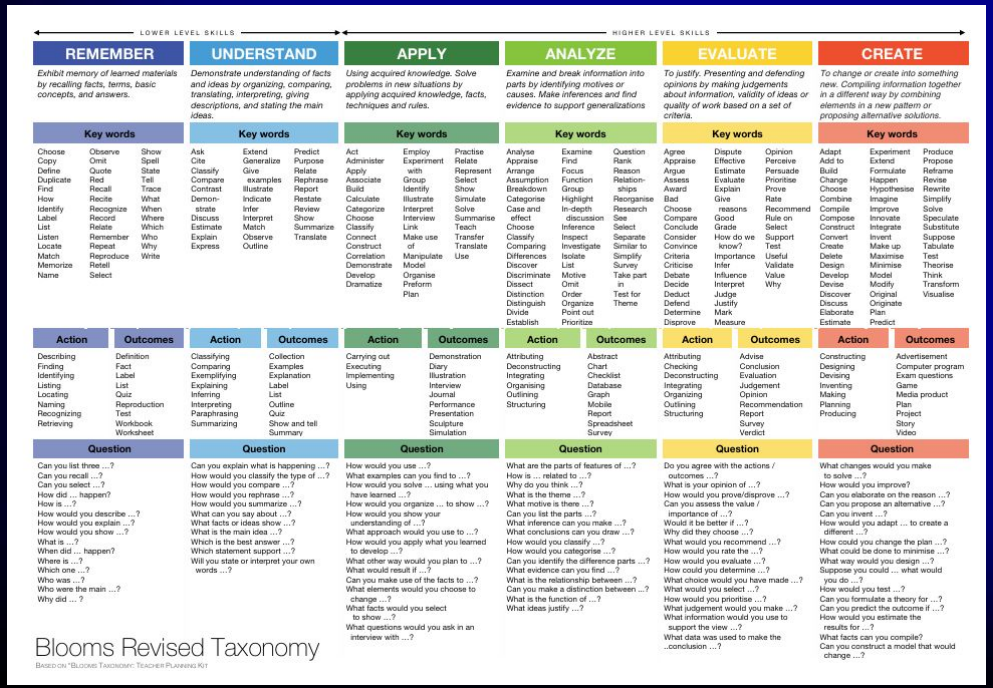
Cognitive Domain Verbs (some appear in more than one domain)

CREATE	Animate Arbitrate Arrange Assemble Code Collect Combine Compile Compose	Consolidate Construct Cope Correspond Create Cultivate Debug Depict Design	Develop Devise Dictate Enhance Exchange Expand Explain Facilitate Forecast	Format Formulate Frame Generalize Generate Handle Import Improve Incorporate	Integrate Interface Join Lecture Model Modify Network Organize Outline	Overhaul Plan Portray Prescribe Produce Program Rearrange Reconstruct	Report Revise Rewrite Specify Summarize Synthesize Unify Write
EVALUATE	Advise Appraise Argue Assess Authenticate Compare	Conclude Consolidate Counsel Criticize Critique Defend	Determine Discriminate Estimate Evaluate Explain Grade	Hire Judge Justify Measure Mediate Motivate	Predict Prescribe Preserve Rank Rate Recommend	Reconcile Release Resolve Review Revise Select	Summarize Support Uphold Validate Value Verify
ANALYZE	Accept Administer Allow Analyze Anticipate Appraise Audit Blueprint Breadboard Break down Categorize Characterize	Chart Check Chunk Classify Compare Confirm Contrast Correlate Corroborate Critique Delegate Detect	Diagnose Diagram Differentiate Discriminate Dissect Distinguish Document Ensure Examine Experiment Explain Explore	Extract Extrapolate Factor Figure out File Group Identify Illustrate Infer Interpret Interrupt Inventory	Investigate Isolate Lay out Limit Link Manage Maximize Minimize Moderate Monitor Negotiate Optimize	Order Outline Point out Prioritize Proofread Prove Query Question Reconcile Relate Reorganize Resolve	Select Separate Size up Subdivide Summarize Systematize Test Train Transform Translate Troubleshoot
APPLY	Acquire Adapt Allocate Alphabetize Amend Apply Ascertain Assign Attain Avoid Back up Brief Budget	Calculate Capture Change Chart Choose Complete Compute Conduct Consult Convey Coordinate Customize Demonstrate	Depreciate Derive Determine Diminish Direct Discover Divide Dramatize Draw Employ Engineer Examine	Execute Exercise Expand Explore Expose Express Figure Graph Guide Handle Illustrate Implement	Interpret Investigate Manipulate Modify Multiply Obtain Operate Personalize Plot Practice Predict Prepare	Price Process Produce Project Protect Prove Provide Refer Round off Schedule Sequence Show	Simplify Simulate Sketch Solve Subscribe Subtract Tabulate Tally Transcribe Use Utilize Write
UNDERSTAND	Add Approximate Articulate Associate Characterize Clarify Classify	Example Compare Compute Contrast Convert Defend Describe	Detail Differentiate Discuss Distinguish Elaborate Estimate Explain	Express Extend Factor Generalize Identify Infer	Interact Interpolate Interpret Locate Observe Paraphrase	Picture graphically Predict Recognize Relate Report	Review Rewrite Select Summarize Translate Visualize
REMEMBER	Cite Count Define Describe Draw	Duplicate Enumerate Give Identify Index	Indicate Label List Match Meet	Memorize Name Outline Quote Read	Recall Recite Recognize Record Repeat	Reproduce Select State Study	Tabulate Tally Trace Write

Michener Institute of Education at UHN (n.d.). Bloom's Taxonomy Verb List. Michener; Curriculum & Program Development. Retrieved March 19, 2024, from https://michener.ca/discover-michener/michener-advantage/leaders-in-simulation/curriculum-program-development/blooms-taxonomy-verb-list/

Blooms Revised Taxonomy

BASED ON "BLOOMS TAXONOMY: TEACHER PLANNING KIT

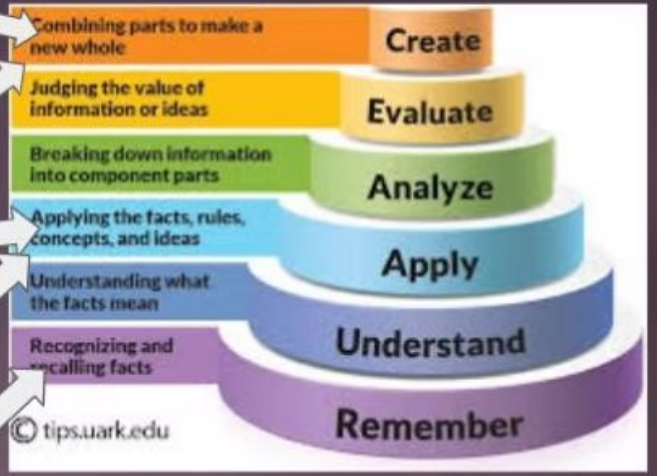


LINK

https://ocw.tudelft.nl/wp-content/uploads/Blooms-Revised-Taxonomy-Worksheet-A3.pdf

Step 2: Identify the complexity level of the outcome verb

- LA.7.8.EOLA 5 - creates detailed and original content
- MA.7.8.EOMA 4 - compares and orders positive fractions decimals, whole numbers and percents
- LA.7.8.EOLA 11 - uses effective oral and visual communication
- MA.7.8.EOMA 3 - demonstrates an understanding of the relationship between decimals, fractions and percents
- MA.7.8.EOMA 10 - accurately draws 2D geometric shapes



Grade 7 WRSD outcomes from Powerschool

Step 3: Choose the type of questions based on the outcome verb

Cognitive Level and Assessment Type

Examples of Assessment Methods

Type of Thinking	Performance Verbs	Assessment Methods			
		Strong Methods	Good Methods	Partial Methods	Poor Methods
Remember	define, describe, explain, examine, enumerate, identify, illustrate, label, list, locate, match, memorize, name, omit, quote, recognize, recite, record, select, state, tell	Written Response, Conversation	Selected Response and Fill in the blank	Performance Task - can only assess elements of knowledge and relationships among them in the context of certain tasks	na
Understand	associate, convert, contrast, cite, discuss, distinguish, explain, express, extend, explore, give an example, illustrate, indicate, match, paraphrase, predict, represent, restate, rewrite, select, show, tell, and translate	Written Response, Conversation	Selected Response and Fill in the blank	Performance Task - can only assess elements of knowledge and relationships among them in the context of certain tasks	na
Apply	act, articulate, apply, change, complete, dramatize, manipulate, organize, paint, prepare, produce, report, respond, select, show, sketch, teach and use.	Performance Assessment	na	na	Selected Response, Fill in the blank and Personal Communication
Analyze	adapt, analyze, compare, contrast, connect, correlate, conclude, categorize, classify, deduce, differentiate, distinguish, interpret, order, point out, select, subdivide, and survey.	Written Response, Conversation	Selected Response, Fill in the blank and Performance Assessment	na	na
Evaluate	argue, appraise, assess, check, criticize, critique, decide, defend, judge, justify, prioritize, plan, reframe, support, value,	Written Response, Conversation	Selected Response, Fill in the blank and Performance Assessment	na	na
Create	combine, compose, construct, create, design, develop, formulate, hypothesize, invent, make, make up, originate, organize, plan, produce, and role play	Performance Assessment	na	na	Selected & Written Response and Personal Communication

Different types of questions are possible with Scaffolded Assessment

Name _____

La Grande Paix de Montréal Assessment

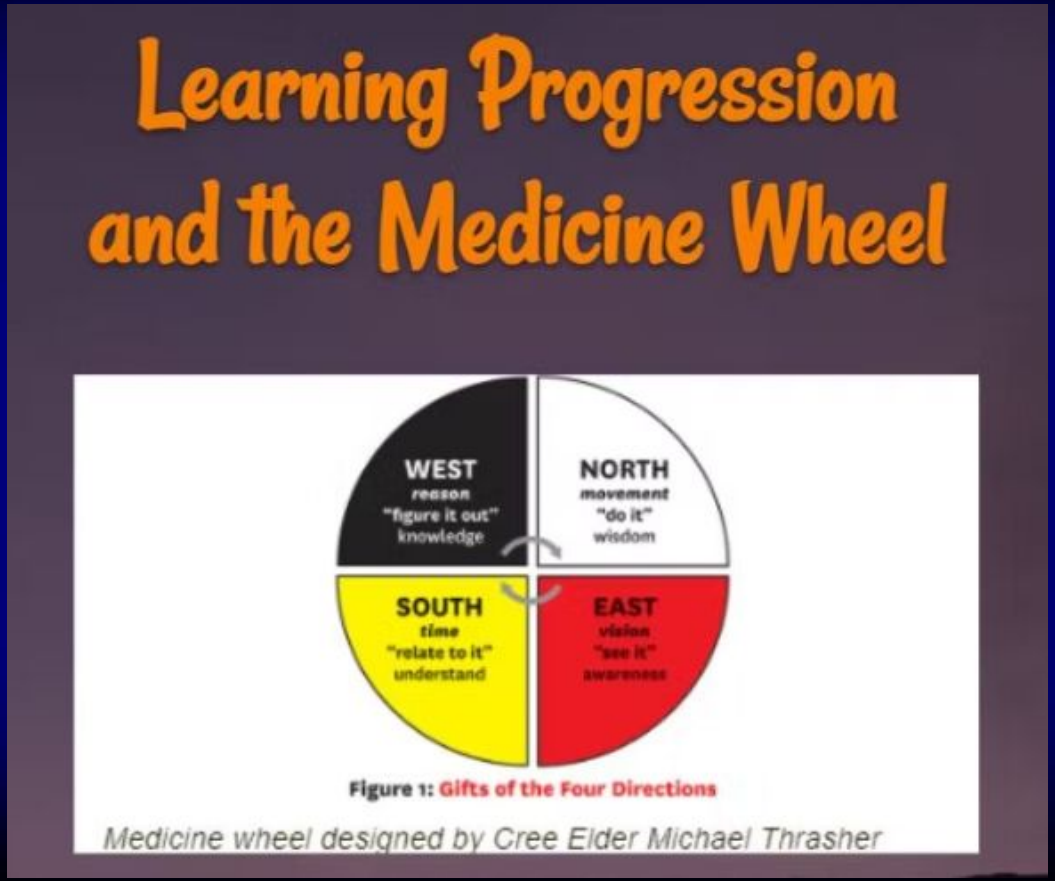
You do not need to do anything in the areas that are grayed out.

Learning Outcome: Students relate the foundational principles of democracy to government systems throughout time and place

Knowledge, Understanding and Skill Focus: RELATE- (show a connection between) the events of the Great Peace of Montréal and the democratic principles of representation and equity

BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
1. Which side did the Haudenosaunee Confederacy (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) side with, the English or the French?	2. What problems were created by different nations siding with the English or French?	3. Why was it difficult to get 40 nations who were allied with either the English or French to agree?	4. What was it about the process they used that made it possible for so many different nations to agree?
Matching and True/False		Long/Short Answer/Essay	
5. Label each statement as True or False _____ a flu epidemic caused many Indigenous and French to die _____ each chief signed their name on the agreement _____ the agreement stated that the French governor would assign each nation a hunting ground area _____Kondiaronk, an Indigenous representative, supported the agreement and his influence led him to be called the "Architect of Peace" _____negotiations went through the summer and the agreement was signed on August 4, 1701.	6. Label each of the following with S-same or D-different. Which of these things happened in both the Grand Council and La Grande Paix (SAME) or only one of the two (DIFFERENT) _____ each nation sent representatives _____ the representatives traveled great distances by foot, horse and canoe _____ a wampum was created to record the details _____ they planted a Tree of Peace _____ the French governor was part of the decision	7. What things were done that honored the traditional practices of the Indigenous people? Name 3 1. 2. 3. Why was this important?	8. Aouenano was a Seneca chief whose family was killed in the fighting and he supported the treaty to bring peace. Do you think his support persuaded other Indigenous nations to support the treaty? Why or why not?

Respecting Indigenous Ways of Knowing

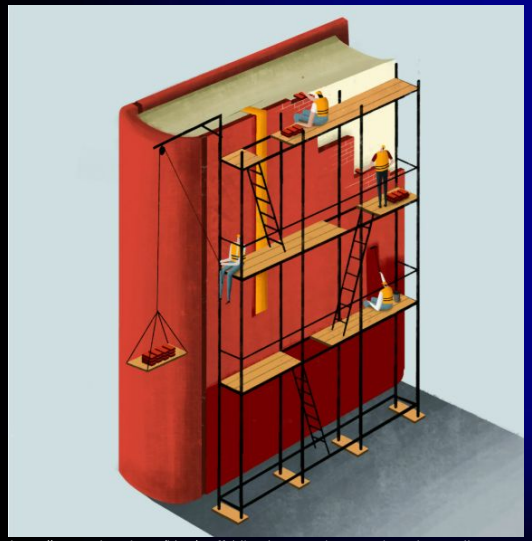


Respecting Indigenous Ways of Knowing

Learning takes place by moving through stages of awareness, understanding, knowledge and wisdom

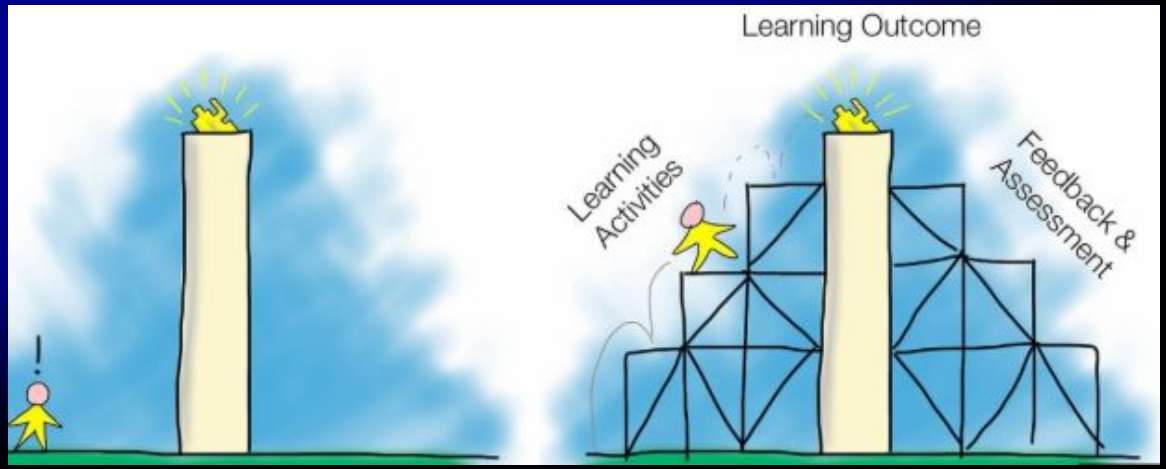
EAST	SOUTH	WEST	NORTH
The first stage of the learning process is vision, or awareness. We enter this stage of the learning process through our senses: sight, sound, touch, taste, and scent. In order to take in all the necessary information through our senses - and be fully aware - we need to tap into our capacity for being alert & engaged. We are in this stage when we encounter a new problem to solve, skill to learn, or concept to understand.	The second stage of the learning process is time, which is linked to understanding. It encourages us to allow time to just be with our situation - be it solving a problem or learning something new - without trying to have it all figured out, or reacting to it in a harmful way. This stage encourages us to be secure and calm to cope with the discomfort of uncertainty without being overwhelmed by worries, sadness, or anxiety. When we give learning time in this way, understanding has room to grow.	The third stage moves us into our analytical minds, inviting us to use reason and knowledge - as well as out-of-the-box thinking and creativity - to "figure it out." In order for our youth to be able to use their best critical thinking skills in this stage, we must help them stay alert & engaged and remain on-track with their learning goals. Dalai Lama Center for Peace and Education. (2014). *Lessons from the Medicine Wheel: Learning is a Cycle.* https://heartmindonline.org/resources/lessons-from-the-medicine-wheel-learning-is-a-cycle	The fourth stage represents movement and action. It encourages us to just "do it" - to try out a new skill or test out a solution to a problem - based on the awareness, understanding, and knowledge that we gained as we moved around the medicine wheel. From taking action - and learning what works and what doesn't - wisdom and true knowing are achieved. In this stage, we want to encourage youth to solve problems peacefully, using empathy, problem-solving skills, understanding other points of view and coming up with ways to make things right in a fair way

Different Ways to Scaffold

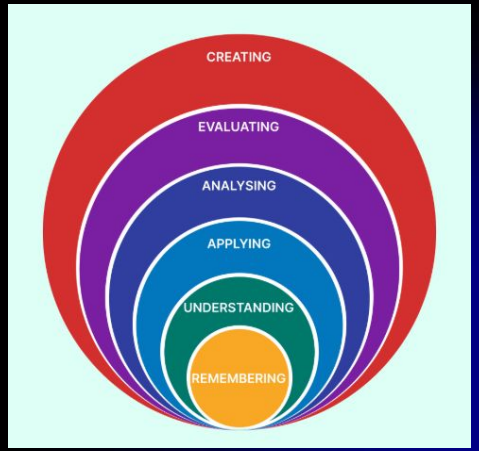


https://www.edutopia.org/blog/scaffolding-lessons-six-strategies-rebecca-alber

https://kiramoebius.weebly.com/teaching-philosophy.html



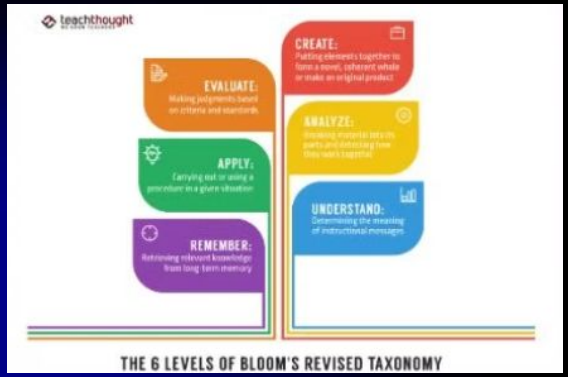
https://www.linkedin.com/pulse/learning-better-using-scaffolding-learnsmart-com-ng



https://adiutor.co/blog/what-is-blooms-taxonomy/

Different Ways to Scaffold:

Cognitive Complexity (Bloom's Taxonomy)



Poetry Comprehension

Scaffolding by Cognitive Complexity / Rigor Scale (Concrete to Abstract)

not need to do anything in the areas that are grayed out.

Learning Outcome: Students ANALYZE how text form and structure clarify information and support connecting with self, others, and the world.			
Knowledge, Understanding and Skill Focus: ANALYZE- (investigate and examine in detail) how poetic structures contribute to creative expressions of ideas, including ballads.			
BEGINNING	**DEVELOPING**	**MEETING/PROFICIENT**	**EXCELLING**
1. Recall: What comes in on "little cat feet"?	2. Investigate: How are fog and a cat similar? Name 2 ways. 1. 2.	3. Analyze the effect of the comparison: Why do you think the poet compared fog to a cat? What was the poet trying to make the reader think, feel or see?	4. Analyze the author's purpose: Why would the poet want you to think of a cat when describing the fog? What idea is the poet trying to emphasize about fog?

Different Ways to Scaffold:

Cognitive Complexity (Webb's Depth of Knowledge)

Webb's Depth of Knowledge

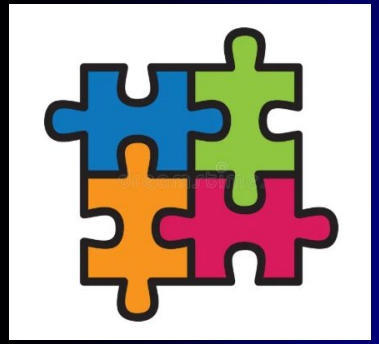
Categories	Definition	Example of Action Words*
Recall	Student recalls facts, information, procedures, or definitions.	define; identify; name; select; state; order; one step
Basic Application of Skill/Concept	Student uses information, conceptual knowledge, and procedures.	apply; choose; compute; employ; interpret; graph; modify; operate; plot; practice; solve; use; two or more steps
Strategic Thinking	Student uses reasoning and develops a plan or sequence of steps; process has some complexity.	compare; contrast; correlate; differentiate; discriminate; examine; infer; maximize; minimize; prioritize; subdivide; test
Extended Thinking	Student conducts an investigation, needs time to think and process multiple conditions of the problem or task. (The item/task generally requires several days or weeks to complete.)	arrange; collect; construct; design; develop; formulate; organize; set up; prepare; plan; propose; create experiment and record data

*Some action words (verbs) can be classified at different depth-of-knowledge levels depending on the context of the item and the complexity of the action.

Webb, N. (November, 2005). *Depth-of-Knowledge levels for four content areas*. Presentation to the Florida Education Research Association, 50th Annual Meeting, Miami, Florida.

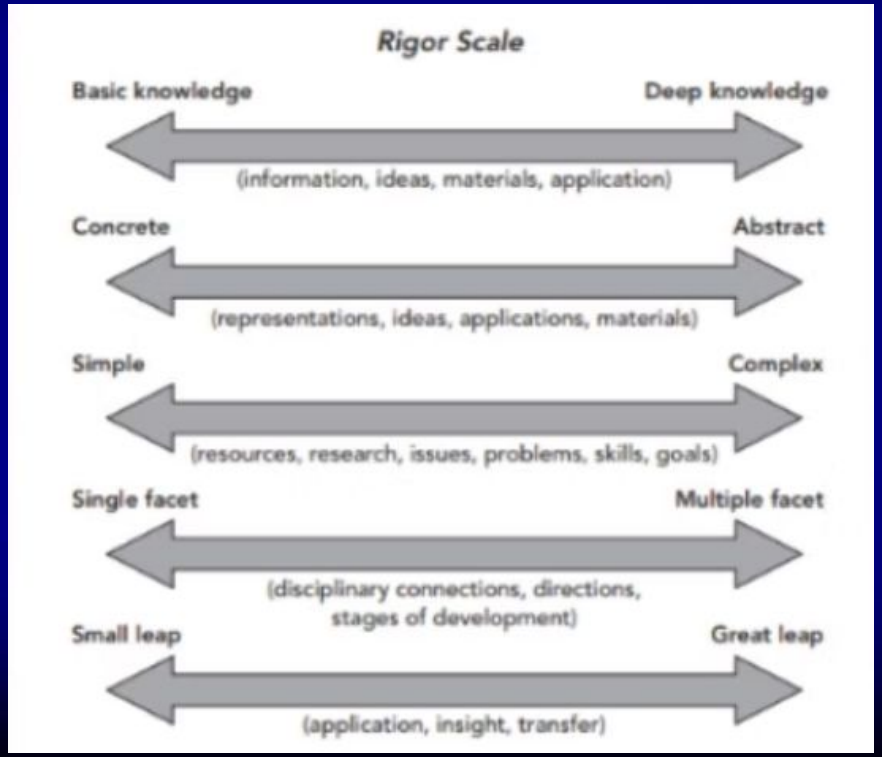
[Karin Hess Rigor Matrix Flipbook for Different Subjects]

Different Ways to Scaffold:
The Rigor Scale

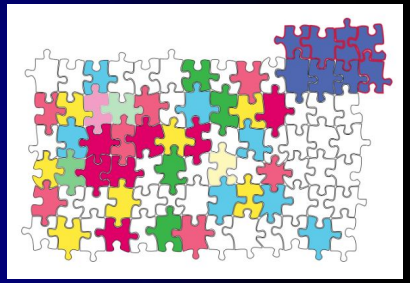


https://www.dreamstime.com/simple-puzzle-icon-vector-illustration-flat-design-image141865717

https://www.freepik.com/free-photos-vectors/concrete-clipart



Donohoo, 2017. Collective Efficacy: How Educator's Beliefs Impact Student Learning



https://beyourselfblog.com/blog/2018/4/1/the-time-puzzle

https://pngtree.com/free-png-vectors/abstract-art-clipart

https://www.dreamstime.com/cognitive-load-ux-ui-design-line-icon-vector-illustration-cognitive-load-ux-ui-design-line-icon-vector-cognitive-load-ux-ui-design-image331836586

Different Ways to Scaffold: Cognitive Load (dividing up the outcome)

Social Studies 8: The Renaissance

Scaffolding by Reducing Cognitive Load of the Outcome / Gradual Release of Responsibility

Learning Outcome: IDENTIFY the factors that shaped the worldview evolving in Western Europe during the Renaissance			
BEGINNING	**DEVELOPING**	**MEETING/PROFICIENT**	**EXCELLING**
Identify events that occurred during the Renaissance	Identify the features of a worldview	Identify the factors that shaped the Western European worldview during the Renaissance.	Identify which factors shaped Western European worldview during the Renaissance the most.
1. Which event resulted in the deaths of over 50 million Europeans? a. The Renaissance b. The Bubonic Plague c. The Inquisition d. The Crusades	2. Which element of worldview involves how information is shared in a society? a. Economy b. Geography c. Time d. Knowledge	3. Which event most likely changed the Medieval worldview about the importance of the Church in people's everyday lives? a. The Bubonic Plague b. The goods brought by the Silk Road c. Invention of the nautical compass d. Discovery of the telescope	4. Write a paragraph or short essay explaining which event changed the European's worldview THE MOST. Describe what the worldview was before the event and after.

Different Ways to Scaffold:
Gradual Release of Responsibility

https://www.clipartmax.com/max/m2H7H7b1d3G6H7Z5/

Name _____

Social Studies 8: The Renaissance

Scaffolding by Reducing Cognitive Load of the Outcome / Gradual Release of Responsibility

Learning Outcome: IDENTIFY the factors that shaped the worldview evolving in Western Europe during the Renaissance			
BEGINNING	**DEVELOPING**	**MEETING/PROFICIENT**	**EXCELLING**
Identify events that occurred during the Renaissance	Identify the features of a worldview	Identify the factors that shaped the Western European worldview during the Renaissance.	Identify which factors shaped Western European worldview during the Renaissance the most.
1. Which event resulted in the deaths of over 50 million Europeans? a. The Renaissance b. The Bubonic Plague c. The Inquisition d. The Crusades	2. Which element of worldview involves how information is shared in a society? a. Economy b. Geography c. Time d. Knowledge	3. Which event most likely changed the Medieval worldview about the importance of the Church in people's everyday lives? a. The Bubonic Plague b. The goods brought by the Silk Road c. Invention of the nautical compass d. Discovery of the telescope	4. Write a paragraph or short essay explaining which event changed the European's worldview THE MOST. Describe what the worldview was before the event and after.
5 . What invention allowed ideas to spread more quickly and easily? a. The Caravel Ship b. The Telescope c. The Printing Press d. The Steam Engine	6. Which element of worldview likely influenced the difference in how society viewed child labour in 1910 vs. today? a. Economy b. Geography c. Time d. Knowledge	7. To what extent is this statement accurate? What makes it accurate or not accurate? The Crusades greatly influenced European worldview. Exchange of ideas led to discoveries and inventions that allowed Europeans to see more of the world around them. This led to the Renaissance.	
8 . Which TWO of the following show the impact of humanism, a thinking that placed more importance on the individual, learning and discovery? a. Artists began signing their work b. The Church put Galileo on trial for heresy c. Literature focused on love and beauty d. Religion dictated what people believed about the sun and Earth	9. In what way is your worldview different from the Bushmen of the Kalahari Desert?		
MARKING GUIDE: BEGINNING DEVELOPING PROFICIENT EXCELLING			

Different Ways to Scaffold:
Prerequisite Skills

https://www.clker.com/clipart-545243.html

Math 8 Ratio and Rate
Scaffolding by Pre-Requisite Skill

Learning Outcomes:
- DEMONSTRATE an understanding of ratio and rate.
- SOLVE problems that involve rates, ratios and proportional reasoning.

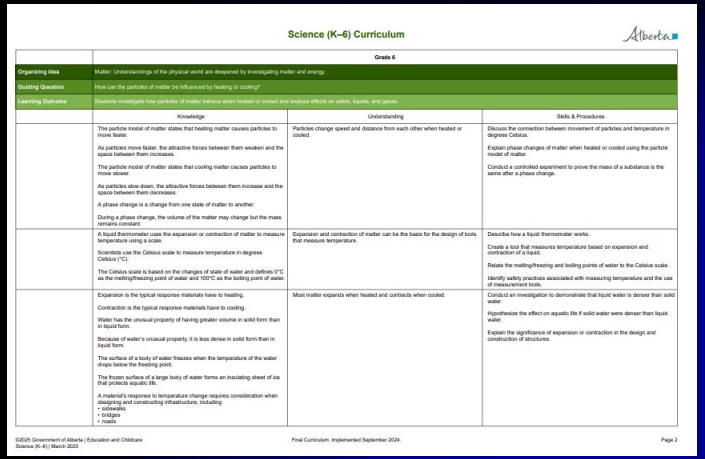
BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
 Write the ratio of watermelon to pineapple (hint: you will also need to simplify).	The ratio of boys to girls in a class is 4:5. If there are 15 girls, how many boys are there?	At Independent the price of 3 jars of pickles is $4.67. At Walmart, 5 jars of pickles is $7.09. Which store has the better price?	The ratio of red marbles to blue marbles in a bag is 5:6. If there are 55 marbles in the bag, how many of them are blue?

Different Ways to Scaffold:
Prerequisite Skills

https://www.clker.com/clipart-545243.html

Scaffolding Assessment by Prerequisite Add/Subtract Numbers to 1 000 000

Learning Outcome: Students add and subtract within 1 000 000, including decimal numbers to thousandths, using standard algorithms. (grade 5 outcome)			
Knowledge, Understanding or Skill Focus:			
BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
A. students add and subtract within 1 000.	B. Students add and subtract within 1 000, including decimal numbers to the thousandths	C. Students add and subtract within 1 000 000, including decimal numbers to thousandths, using standard algorithms.	D. Students add and subtract within 1 000 000, including decimal numbers to hundred thousandths, using standard algorithms. (grade 6 moves into problem solving)
1. 1 427 + 316 =	2. 7 612. 24 - 774.41 =	3. 4 270 002.449 + 380 321.3 =	4. Lasko Toy Company received 3 880 427 fidget toys but they were supposed to receive 3 880 600. How many are missing?



Science (K–6) Curriculum

Alberta

	Grade 6		
Organizing Idea	Matter: Understandings of the physical world are deepened by investigating matter and energy.		
Guiding Question	How can the particles of matter be influenced by heating or cooling?		
Learning Outcome	Students investigate how particles of matter behave when heated or cooled and analyze effects on solids, liquids, and gases.		
	Knowledge	Understanding	Skills & Procedures
	The particle model of matter states that heating matter causes particles to move faster. As particles move faster, the attractive forces between them weaken and the space between them increases. The particle model of matter states that cooling matter causes particles to move slower. As particles slow down, the attractive forces between them increase and the space between them decreases. A phase change is a change from one state of matter to another. During a phase change, the volume of the matter may change but the mass remains constant.	Particles change speed and distance from each other when heated or cooled.	Discuss the connection between movement of particles and temperature in degrees Celsius. Explain phase changes of matter when heated or cooled using the particle model of matter. Conduct a controlled experiment to prove the mass of a substance is the same after a phase change.
	A liquid thermometer uses the expansion or contraction of matter to measure temperature using a scale. Scientists use the Celsius scale to measure temperature in degrees Celsius (°C). The Celsius scale is based on the changes of state of water and defines 0°C as the melting/freezing point of water and 100°C as the boiling point of water.	Expansion and contraction of matter can be the basis for the design of tools that measure temperature.	Describe how a liquid thermometer works. Create a tool that measures temperature based on expansion and contraction of a liquid. Relate the melting/freezing and boiling points of water to the Celsius scale. Identify safety practices associated with measuring temperature and the use of measurement tools.
	Expansion is the typical response materials have to heating. Contraction is the typical response materials have to cooling. Water has the unusual property of having greater volume in solid form than in liquid form. Because of water's unusual property, it is less dense in solid form than in liquid form. The surface of a body of water freezes when the temperature of the water drops below the freezing point. The frozen surface of a large body of water forms an insulating sheet of ice that protects aquatic life. A material's response to temperature change requires consideration when designing and constructing infrastructure, including • sidewalks • bridges • roads	Most matter expands when heated and contracts when cooled.	Conduct an investigation to demonstrate that liquid water is denser than solid water. Hypothesize the effect on aquatic life if solid water were denser than liquid water. Explain the significance of expansion or contraction in the design and construction of structures.

Different Ways to Scaffold: Knowledge, Understandings, Skills and Procedures (KUSPS)

Effect of Heating and Cooling on Particles of Matter
Scaffolded by Knowledge, Skills & Procedures (KUSPS) in the New Curriculum

Guiding Question: How can the particles of matter be influenced by heating or cooling?

Learning Outcome: INVESTIGATE how particles of matter behave when heated or cooled and ANALYZE the effects on solids, liquids, and gases.

BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
The _____ model of matter states that heating matter causes particles to move _____ As particles heat up, the attractive forces between them _____ and the space between them _____	Draw a diagram showing what happens to particles as matter is heated up.	Describe an experiment you could do to demonstrate that liquid water is denser than solid water.	Explain phase changes of matter when heated or cooled using the particle model of matter.

Step Three: Do Not Reinvent the Wheel!

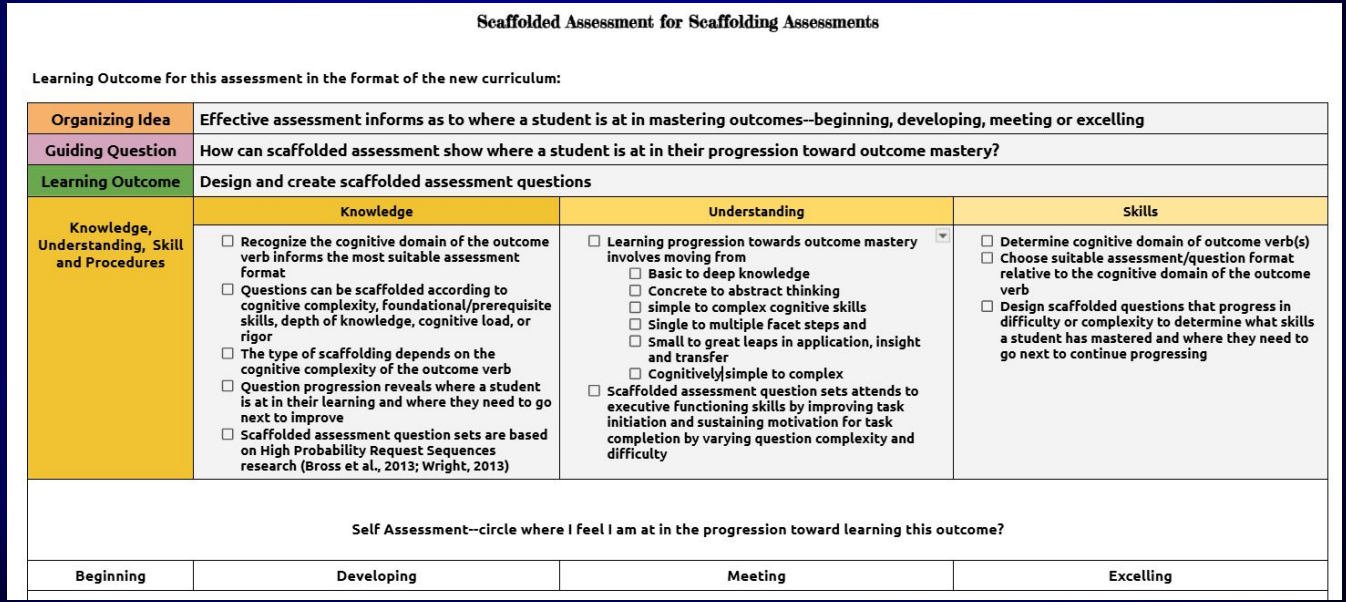
- Take a look through some of your old assessments and steal questions that fit into your categories.
- Work with your grade level partners.
- Talk to teachers that teach the grades below and/or above you. It may help you fill in the Beginning and Excelling sections of your assessment.

Step Four: Determine How You Will Mark the Assessment

This is really determined by the types of questions on your assessment

- Some options include:
  - Mark every question out of one
  - Give half marks or even 0.25, 0.1
  - Make each question worth a certain amount (4 for example)
  - Certain questions can be worth more/less than others
  - Depending on your school/divisions policies, you can just look at which questions the student got correct and give a letter grade

What are your key ‘take aways’ from the session?



Scaffolded Assessment for Scaffolding Assessments

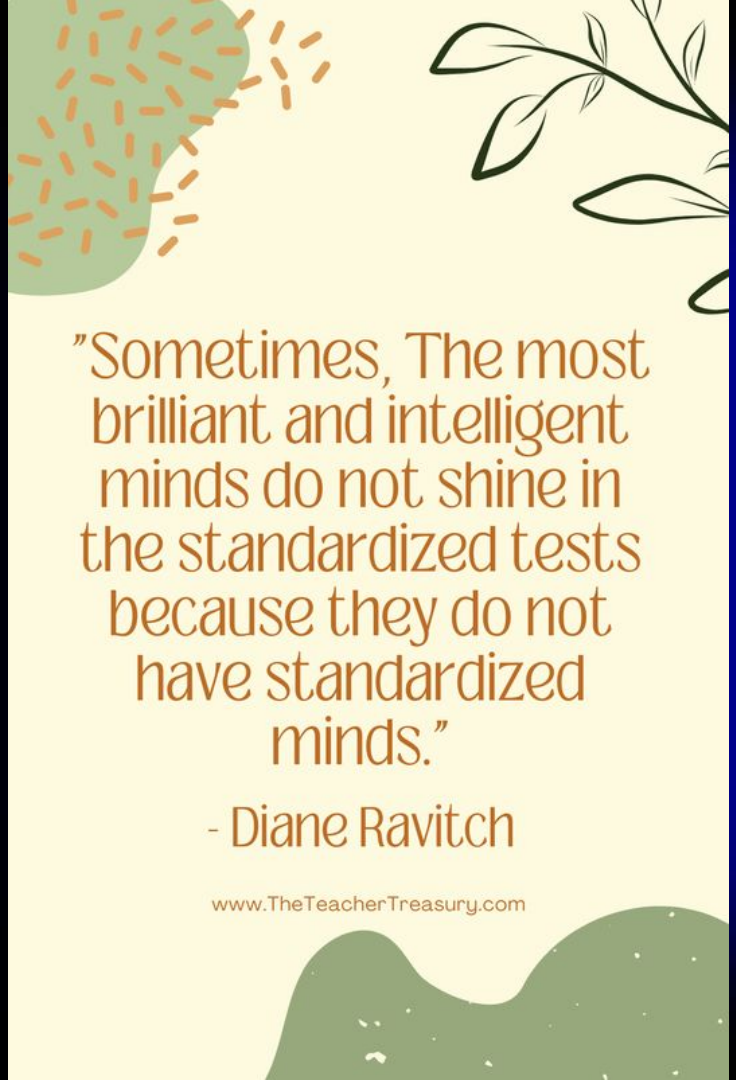
Learning Outcome for this assessment in the format of the new curriculum:

Organizing Idea	Effective assessment informs as to where a student is at in mastering outcomes--beginning, developing, meeting or excelling		
Guiding Question	How can scaffolded assessment show where a student is at in their progression toward outcome mastery?		
Learning Outcome	Design and create scaffolded assessment questions		
	Knowledge	**Understanding**	**Skills**
Knowledge, Understanding, Skill and Procedures	☐ Recognize the cognitive domain of the outcome verb informs the most suitable assessment format ☐ Questions can be scaffolded according to cognitive complexity, foundational/prerequisite skills, depth of knowledge, cognitive load, or rigor ☐ The type of scaffolding depends on the cognitive complexity of the outcome verb ☐ Question progression reveals where a student is at in their learning and where they need to go next to improve ☐ Scaffolded assessment question sets are based on High Probability Request Sequences research (Bross et al., 2013; Wright, 2013)	☐ Learning progression towards outcome mastery involves moving from ☐ Basic to deep knowledge ☐ Concrete to abstract thinking ☐ simple to complex cognitive skills ☐ Single to multiple facet steps and ☐ Small to great leaps in application, insight and transfer ☐ Cognitively simple to complex ☐ Scaffolded assessment question sets attends to executive functioning skills by improving task initiation and sustaining motivation for task completion by varying question complexity and difficulty	☐ Determine cognitive domain of outcome verb(s) ☐ Choose suitable assessment/question format relative to the cognitive domain of the outcome verb ☐ Design scaffolded questions that progress in difficulty or complexity to determine what skills a student has mastered and where they need to go next to continue progressing

Self Assessment--circle where I feel I am at in the progression toward learning this outcome?

Beginning	Developing	Meeting	Excelling

[Scaffolded Assessment on Scaffolding Assessment]



shelly.cloke@wrsd.ca
petra.hynes@wrsd.ca

https://www.assessmentnerd.ca/

Them: Stop spending money on things you don't need.
Me:

Eve

The main thing millennials can be proud of is that we collectively banished ironing clothes

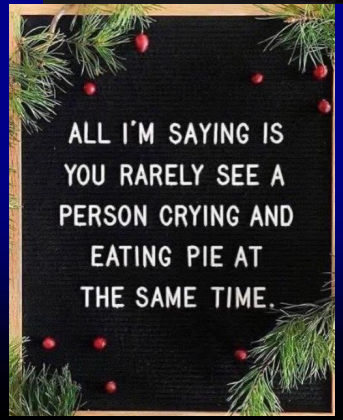
Hannah Al-Othman
@HannahAlOthman

How your email finds me:

Adam Ozimek
@ModeledBehavior

Text a coworker at a random time “are you joining this meeting?” as a fun holiday prank

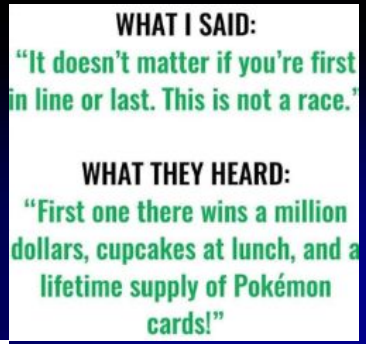
Clara @clarabeepbeep · 12h
You’re either really good at wrapping presents or you’re really beautiful and funny. It’s one or the other



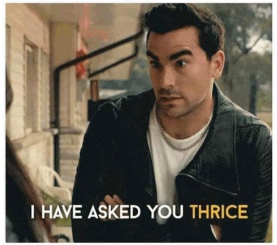
Ever get really excited to finally have some time off, but then just end up spending the entire day like this...

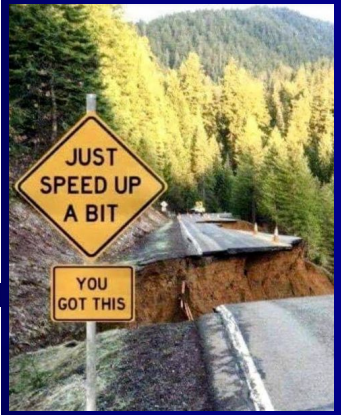
blackness everdeen
@traceyecorder

Why read dystopian fiction when you can just pay attention?



If my alarm clock could speak ..

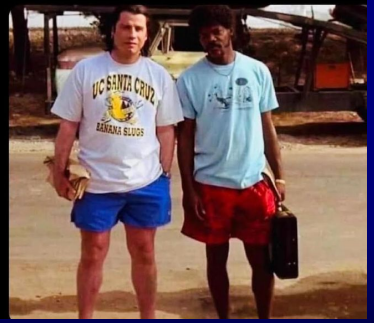




trash jones
@jzux

i live in constant fear of being asked to share a "fun fact about me"

Veteran teachers showing up to professional development week like:



"Is it hard for you to just ask for some help?"

Me:

joss
@jiggyjosss

for someone who loves to sleep you'd think i'd go to sleep early

I don't know who needs to hear this,
but you're a great gardener.
That plant really should have tried harder.

Pru
@prufrockluvsong

Me: finally drifting off to sleep

The alarm: you're not gonna believe this

Emily Ogden
@ENOgden

I, myself, am understaffed at this time

lvsy
@lvsy01

people travelled across mountains in wagons and i have 'drink water' on my to do list.

Non-teachers:
How are you sick again??

Every student in my classroom:

Am I perfect? No.
But do I try my best and keep a positive attitude? Also no.

Going to work on 4 hours of sleep because you tried to salvage some sense of freedom by staying up late

ME:
I'm battling some powerful demons today.

MY PRINCIPAL:
Please stop calling the students that.

Today's 3 year olds can switch on laptops and open their favorite apps

Me? When I was 3, I ate mud

Close to Classy
@closetoclassy

Why does the school pick-up line feel like Best Buy on Black Friday? People are rolling in like 2 hours early to be first in line. Calm down— it's just Aiden, not a 60" flat screen.

My life is a constant battle between wanting to correct grammar and wanting friends.

The vegetables I bought a week ago watching me come home with a pizza: