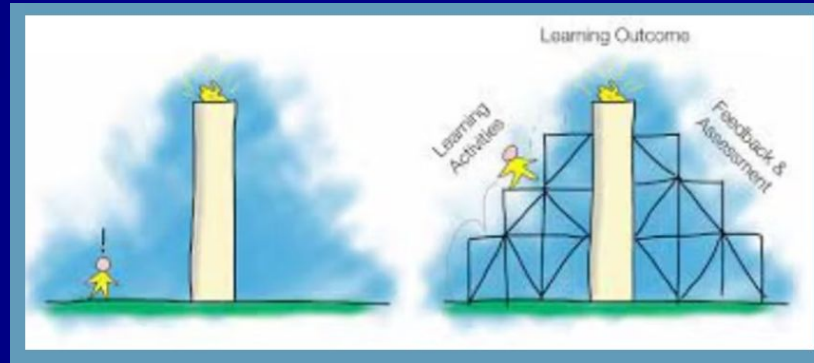


Scaffolded Assessment

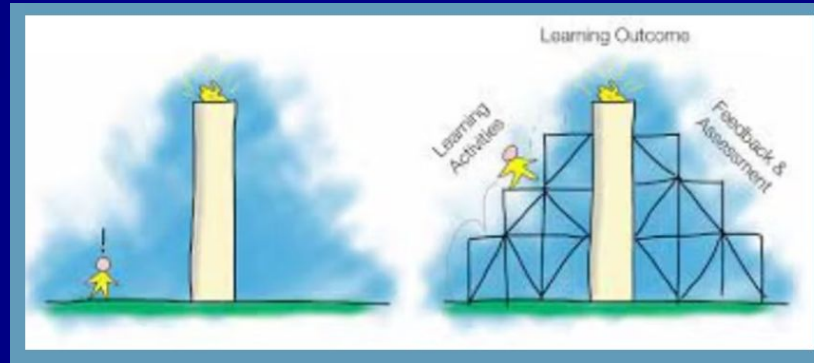


Aligning teachers' assessment expectations and finding out what students really know



100 DANCE SCENE MASHUP

Scaffolded Assessment



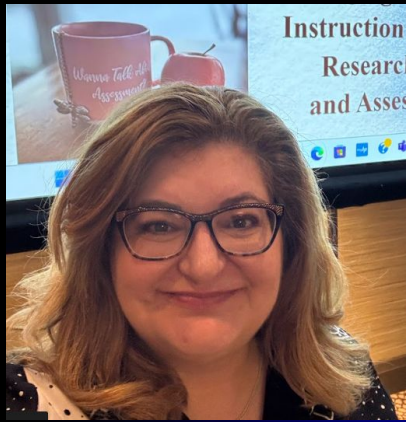
Aligning teachers' assessment expectations and finding out what students really know

Love being here with you!

ALBERTA ASSESSMENT CONSORTIUM
**THE NEW
ASSESSMENT ERA
CONFERENCE**



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

Essay Test

D-
Oct 20 2013

was ~~a~~ time when people
differently about every
an long time ago, startin
call it a rebirth because
ideas from ~~the~~ ancient



Try a Scaffolded Assessment!

What do you notice about:

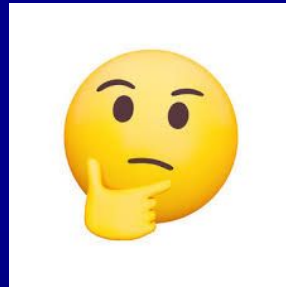
The layout...

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 Assessment Sample ELAL 6: Poetry

Learning Outcome: Students ANALYZE how text form and structure clarify information and support communication with self, others, and the world.

Knowledge, Understanding and Skill Focus: ANALYZE- (investigate and examine in detail) how figurative language and poetic structures contribute to creative expressions of ideas, including ballads.

BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
<p>A. Recall and define different types of figurative language or poetic structures.</p>	<p>B. Identify examples of figurative language or structural patterns in a poem.</p>	<p>C. Analyze the effect of the use of this example of figurative language.</p>	<p>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?</p>
<p>1. Which device compares two things directly and does NOT use "like" or "as"? Circle your answer:</p> <p>Simile Metaphor</p>	<p>2. What type of figurative language device is used in the line "Down from the hills like and arrow we fly"? (line 18)</p> <p>_____</p>	<p>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?</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>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?</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>5. List two words that rhyme in the poem</p> <p>_____</p>	<p>6. What is the rhyme pattern in the poem? (Use As, Bs, etc. to show the pattern)</p>	<p>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?</p>	<p>8. What is the author saying about life in the poem (theme)? How does the rhyme pattern reinforce this theme?</p>

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

Overall mark:

Beginning Developing Meeting Excelling

Comments:

Marking Guide

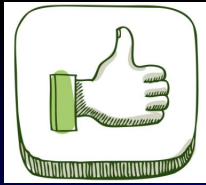
Questions can be any type--short answer, fill-in-the-blank, multiple choice, long answer-- whichever best fits the outcome verb

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

Colleen Teske & Kendra
Seatter 2026

The New Assessment Era
AAC Conference

Emerging	Beginning	Developing	Mastering	Extending
<i>Students will understand that structures and functions of the human reproductive systems perpetuate the species.</i>				
I understand that humans have distinct reproductive systems.	I understand that reproduction requires specialized structures with specific functions.	I understand that reproductive systems require hormonal control to communicate with other systems and create gametes.	I understand that the movement of genetic information provides diversity in gametes and therefore species.	I understand that disruptions in chromosomal movement results in mutations and unique offspring.



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 student 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

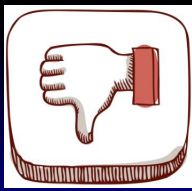
- Enjoy **easier marking that tells us more**--gives quality data
- Enhances **report card comments** and **parent-teacher interview discussions**
- Format can be used for **practice, pre and post learning assessments, diagnostic and common assessments**
- Students with **learning challenges** can still 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"](#)

A man with short dark hair, wearing a dark jacket over a red shirt, is looking down with a thoughtful or slightly sad expression. He is sitting on a couch in a room with wood-paneled walls and a lamp in the background. The text "I DON'T EVEN KNOW WHERE TO START" is overlaid in white, bold, sans-serif font at the bottom of the image.

**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.

analyze investigate apply explain
integrate relate implement modify evaluate identify
describe reflect
examine
recognize adapt select
explore explore exhibit consider
connect interpret
demonstrate



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

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

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

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?

Performance Verbs:

- *cognitive skills/ cognitive processes/ thinking verb*
- every cognitive process is important
- verbs can appear in more than one cognitive domain
- teachers use their judgement to determine level of cognition

Remember	Understand	Apply	Analyze	Evaluate	Create
Define	Characterize	Apply	Analyze	Appraise	Compose
Describe	Add to	Calculate	Compare	Argue	Create
Draw	Discuss	Choose	Distinguish	Assess	Design
Identify	Elaborate	Demonstrate	Extract	Categorize	Develop
Label	Explain	Determine	Examine	Critique	Enhance
List	Generalize	Discover	Infer	Defend	Generate
Recall	Infer	Examine	Investigate	Evaluate	Incorporate
Recognize	Interpret	Explore	Relate	Judge	Model
Record	Locate	Illustrate	Separate	Justify	Modify
Select	Observe	Use	Summarize	Rank	Plan
	Paraphrase		Test	Value	Revise

The Outcome Verb

What level of complexity do we want to assess?



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 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 Change 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 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

Blooms Revised Taxonomy

BASED ON "BLOOMS TAXONOMY: TEACHER PLANNING KIT"

LOWER LEVEL SKILLS				HIGHER LEVEL SKILLS										
REMEMBER		UNDERSTAND		APPLY		ANALYZE		EVALUATE		CREATE				
Exhibit memory of learned materials by recalling facts, terms, basic concepts, and answers.		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating the main idea.		Using acquired knowledge, solve problems in new situations by applying acquired knowledge, facts, techniques and rules.		Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations		To justify, Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.		To change or create into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.				
Key words		Key words		Key words		Key words		Key words		Key words				
Choose Copy Define Duplicate Find How Identify Label List Listen Locate Match Memorize Name	Observe Omit Quote Read Recall Recite Recognize Record Relate Repeat Remember Repeat Match Reproduce Retell Select	Show Spell State Tell Trace What Where Which Who Why Write	Ask Classify Compare Demonstrate Identify Label List Locate Match Remember Repeat Write	Extend Generalize Give Interpret Match Observe Organize Relate Summarize Translate	Act Administer Apply Associate Build Calculate Categorize Choose Classify Connect Construct Correlate Demonstrate Develop Dramatize	Employ Experiment Group Identify Illustrate Interpret Interview Link Link Manipulate Mode Organise Perform Plan	Practise Relate Represent Select Show Simulate Solve Summarize Teach Transfer Translate Use	Analyze Appraise Arrange Breakdown Breakdown Categorise Case and effect Inference Impact Investigate Isolate List Motive Omit Order Organize Point out Prioritize	Question Rank Reason Relation ships Highlight Research Select Separate Similar to Simplify Survey Debate Judge Mark Measure	Agree Assess Award Blat Choose Compare Conclude Consider Convince Criteria Debate Decide Defect Defend Determine Disprove	Dispute Effective Estimate Evaluate Explain Give Reasons Rule on Select Support Test Useful Validate Value Why Justify Mark Measure	Opinion Perceive Persuade Prioritize Prove Rate Recommend Rule on Select Support Test Useful Validate Value Why Justify Mark Measure	Adapt Add to Build Change Choose Combine Compile Construct Convert Create Delete Design Develop Devise Discover Discuss Elaborate Estimate Predict	Experiment Extend Formulate Happen Hypothesize Imagine Improve Innovate Integrate Invent Invert Maximise Minimise Model Modify Original Originate Plan Predict Produce Refine Rewrite Simplify Solve Speculate Substitute Suppose Tabulate Test Theorise Think Transform Visualise
Action	Outcomes	Action	Outcomes	Action	Outcomes	Action	Outcomes	Action	Outcomes	Action	Outcomes			
Describing Finding Identifying Labeling Locating Naming Recognizing Retrieving	Definition Fact Classification List Inferring Quiz Reproduction Test Workbook Worksheet	Classifying Comparing Explaining Inferring List Outline Paraphrasing Summarizing	Collection Examples Explanation Label List Performance Quiz Show and tell Summary	Carrying out Executing Implementing Using	Demonstration Diary Illustration Interview Journal Presentation Scripture Simulation	Attributing Deconstructing Integrating Organizing Outlining Structuring	Abstract Chart Checklist Database Graph Mobile Report Spreadsheet Survey Verdict	Attributing Checking Concluding Evaluating Integrating Judgement Organizing Opinion Recommendation Structuring	Advise Conclusion Constructing Judgement Opinion Recommendation Survey Verdict	Constructing Designing Evaluating Inventing Making Planning Producing	Advertisement Computer program Exam questions Game Media project Plan Story Video			
Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question	Question			
Can you list three ...? Can you recall ...? Can you select ...? How did ... happen? How is ...? How would you describe ...? How would you explain ...? How would you show ...? What is ...? When did ... happen? Where is ...? Which one ...? Who was ...? Who were the main ...? Why did ...?	Can you explain what is happening ...? How would you classify the type of ...? How would you compare ...? How would you rephrase ...? How would you summarize ...? What can you say about ...? What facts or ideas show ...? What is the main idea ...? Which is the best answer ...? Which statement support ...? Where is ...? Who is ...? Who were the main ...? Why did ...?	How would you use ...? What examples can you find to ...? How would you solve ... using what you have learned ...? How would you organize ... to show ...? How would you show your understanding of ...? What approach would you use to ...? How would you apply what you learned to develop ...? What other way would you plan to ...? What would result if ...? Can you make use of the facts to ...? What elements would you choose to change ...? What facts would you select to show ...? What questions would you ask in an interview with ...?	What are the parts of features of ...? How is ... related to ...? What do you think ...? What is the theme ...? What is there ...? Can you list the parts ...? What inference can you make ...? What conclusions can you draw ...? How would you classify ...? How would you categorize ...? Can you identify the difference parts ...? What evidence can you find ...? What is the relationship between ...? Can you make a distinction between ...? What is the function of ...? What does justify ...?	Do you agree with the actions / outcomes ...? What is your opinion of ...? How would you prove/describe ...? Can you assess the value / importance of ...? Would it be better if ...? Why did you choose ...? What would you recommend ...? How would you rate the ...? How would you evaluate ...? How would you determine ...? What choice would you have made ...? What would you select ...? How would you prioritize ...? What judgement would you make ...? What information would you use to support the view ...? What data was used to make the conclusion ...?	What changes would you make to solve ...? How would you improve? Can you elaborate on the reason ...? Can you propose an alternative ...? Can you invent ...? How would you adapt ... to create a different ...? How could you change the plan ...? What could be done to minimise ...? What way would you design ...? Suppose you could ... what would you do ...? How would you test ...? Can you formulate a theory for ...? Can you predict the outcome if ...? How would you estimate the results for ...? What facts can you compile? Can you construct a model that would change ...?									

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

<input type="checkbox"/>	LA.7.8.EOLA 5 - creates detailed and original content	Combining parts to make a new whole	Create
<input type="checkbox"/>	MA.7.8.EOMA 4 - compares and orders positive fractions, decimals, whole numbers and percents	Judging the value of information or ideas	Evaluate
<input type="checkbox"/>	LA.7.8.EOLA 11 - uses effective oral and visual communication	Breaking down information into component parts	Analyze
<input type="checkbox"/>	MA.7.8.EOMA 3 - demonstrates an understanding of the relationship between decimals, fractions and percents	Applying the facts, rules, concepts, and ideas	Apply
<input type="checkbox"/>	MA.7.8.EOMA 10 - accurately draws 2D geometric shapes	Understanding what the facts mean	Understand
		Recognizing and recalling facts	Remember

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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
<p>1. Which side did the Haudenosaunee Confederacy (Mohawk, Oneida, Onondaga, Cayuga, and Seneca) side with, the English or the French?</p> <p style="text-align: center; color: red; font-size: 1.5em;">Matching and True/False</p>	<p>2. What problems were created by different nations siding with the English or French?</p>	<p>3. Why was it difficult to get 40 nations who were allied with either the English or French to agree?</p> <p style="text-align: center; color: red; font-size: 1.5em;">Long/Short Answer/Essay</p>	<p>4. What was it about the process they used that made it possible for so many different nations to agree?</p>
<p>5. Label each statement as True or False</p> <p>_____ a flu epidemic caused many Indigenous and French to die</p> <p>_____ each chief signed their name on the agreement</p> <p>_____ the agreement stated that the French governor would assign each nation a hunting ground area</p> <p>_____ Kondiaronk, an Indigenous representative, supported the agreement and his influence led him to be called the "Architect of Peace"</p> <p>_____ negotiations went through the summer and the agreement was signed on August 4, 1701.</p>	<p>6. Label each of the following with S-same or D-different.</p> <p>Which of these things happened in both the Grand Council and La Grande Paix (SAME) or only one of the two (DIFFERENT)</p> <p>_____ each nation sent representatives</p> <p>_____ the representatives traveled great distances by foot, horse and canoe</p> <p>_____ a wampum was created to record the details</p> <p>_____ they planted a Tree of Peace</p> <p>_____ the French governor was part of the decision</p>	<p>7. What things were done that honored the traditional practices of the Indigenous people? Name 3</p> <ol style="list-style-type: none"> 1. 2. 3. <p>Why was this important?</p>	<p>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?</p>

Respecting Indigenous Ways of Knowing

Learning Progression and the Medicine Wheel



Figure 1: Gifts of the Four Directions

Medicine wheel designed by Cree Elder Michael Thrasher

Respecting Indigenous Ways of Knowing

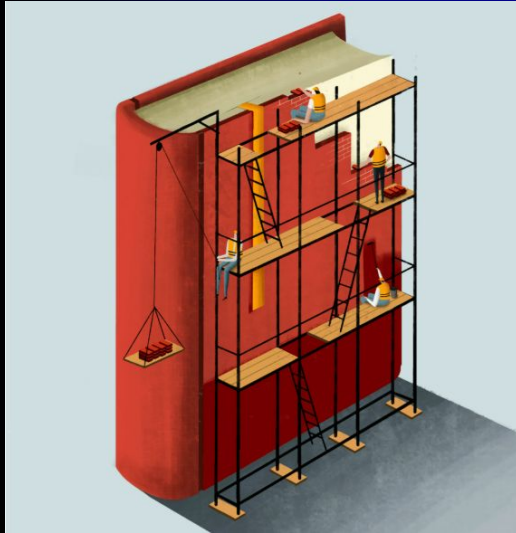
Learning takes place by moving through stages of awareness, understanding, knowledge and wisdom

EAST	SOUTH	WEST	NORTH
<p>The first stage of the learning process is <u>vision, or awareness</u>. 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.</p>	<p>The second stage of the learning process is <u>time, which is linked to understanding</u>. 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.</p>	<p>The third stage moves us into our <u>analytical minds, inviting us to use reason and knowledge</u> - 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.</p> <p>Dalai Lama Center for Peace and Education. (2014). <i>Lessons from the Medicine Wheel: Learning is a Cycle</i>. https://heartmindonline.org/resources/lessons-from-the-medicine-wheel-learning-is-a-cycle</p>	<p>The fourth stage represents <u>movement and action</u>. 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</p>

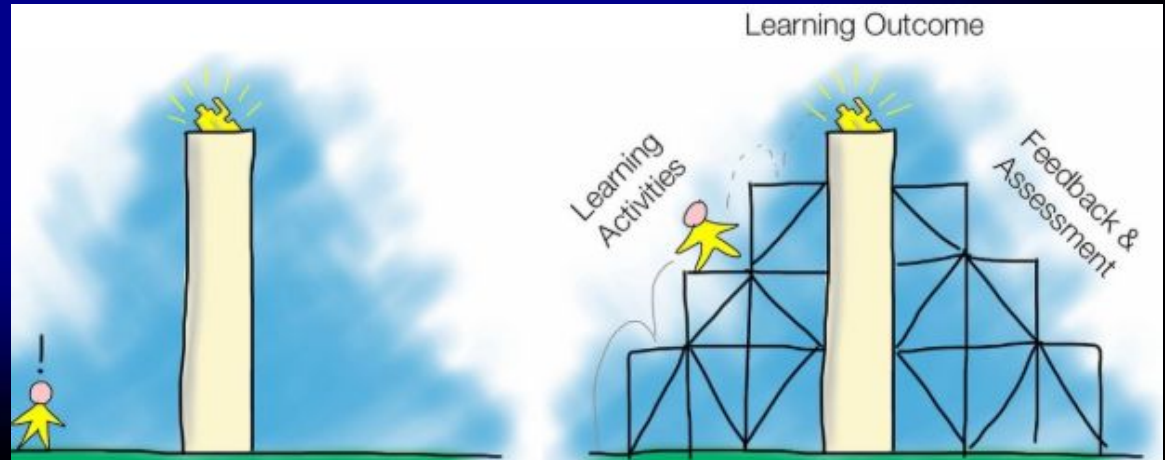
Different Ways to Scaffold



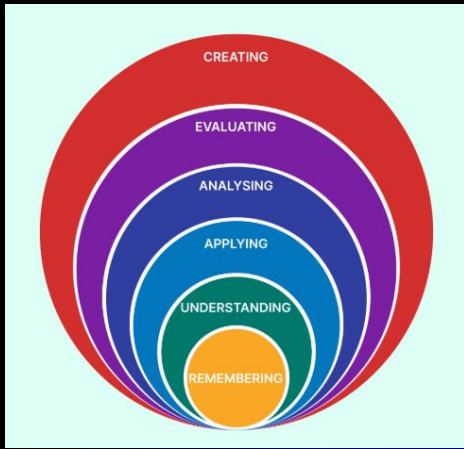
<https://kiramoebius.weebly.com/teaching-philosophy.html>



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

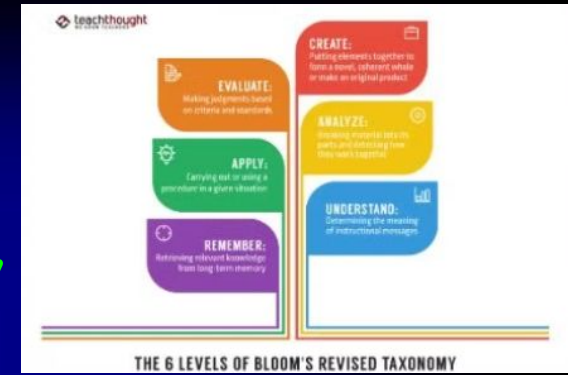


<https://www.linkedin.com/pulse/learning-better-using-scaffolding-learnsmart-com-ng>



<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?

Webb's Depth of Knowledge

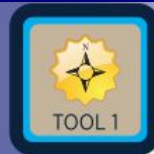
Categories	Definition	Example of Action Words*
Recall	Student recalls facts, information, procedures, or definitions.	define; identify; name; select; state; order; one step
Basic Application of Skill/Concept	Student uses information, conceptual knowledge, and procedures.	apply; choose; compute; employ; 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.

Different Ways to Scaffold: Cognitive Complexity (Webb's Depth of Knowledge)

[Karin Hess](#)
[Rigor Matrix](#)
[Flipbook for](#)
[Different](#)
[Subjects](#)

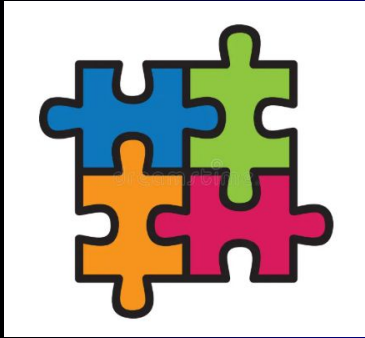


HESS COGNITIVE RIGOR MATRIX | READING-LISTENING CRM

Integrating Depth-of-Knowledge Levels with Bloom's Cognitive Process Dimensions



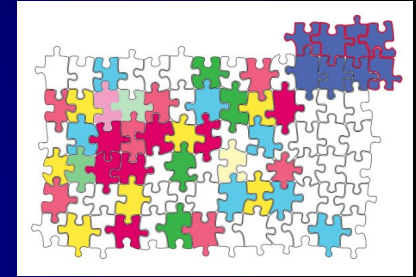
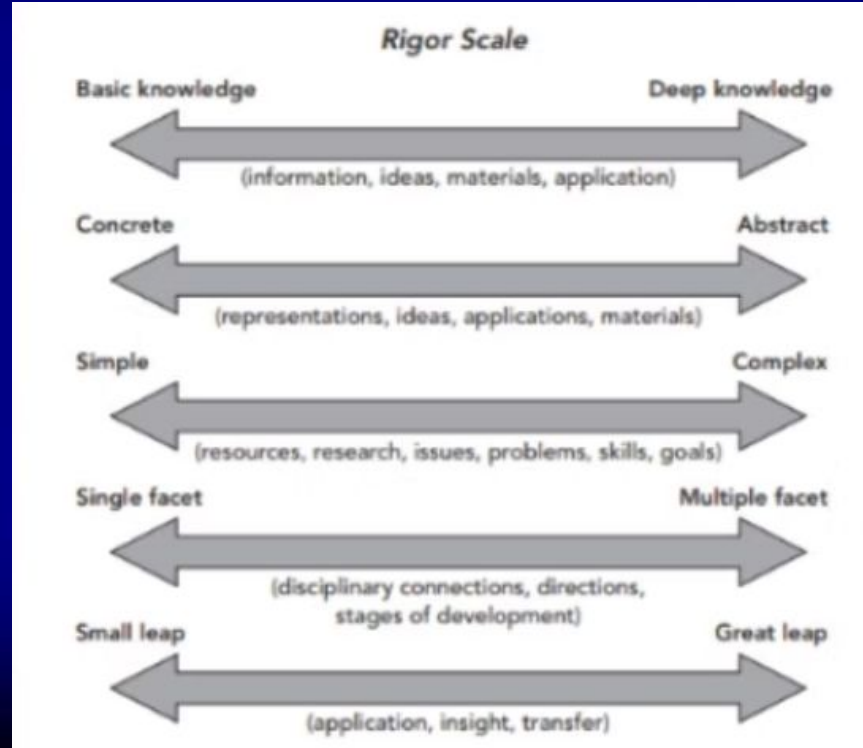
Different Ways to Scaffold: The Rigor Scale



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



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



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



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

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



<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>

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



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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




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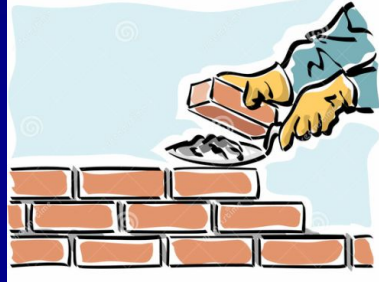
Math 8 Ratio and Rate Scaffolding by Pre-Requisite Skill

Learning Outcomes:

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

BEGINNING	DEVELOPING	MEETING/PROFICIENT	EXCELLING
 <p>Write the ratio of <u>watermelon</u> to <u>pineapple</u> (hint: you will also need to simplify).</p>	<p>The ratio of boys to girls in a class is 4:5. If there are 15 girls, how many boys are there?</p>	<p>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?</p>	<p>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?</p>

Different Ways to Scaffold: Prerequisite Skills



<https://www.clipart.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			
Opening Idea	Matter: Understandings of the physical world are developed 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
	<p>The particle model of matter states that heating matter causes particles to move faster.</p> <p>As particles move faster, the attractive forces between them weaken and the space between them increases.</p> <p>The particle model of matter states that cooling matter causes particles to move slower.</p> <p>As particles slow down, the attractive forces between them increase and the space between them decreases.</p> <p>A phase change is a change from one state of matter to another.</p> <p>During a phase change, the volume of the matter may change but the mass remains constant.</p>	<p>Particles change speed and distance from each other when heated or cooled.</p> <p>Explain the connection between movement of particles and temperature in changes of state.</p> <p>Explain phase changes of matter when heated or cooled using the particle model of matter.</p> <p>Conduct a controlled experiment to prove the mass of a substance is the same after a phase change.</p>	<p>Discuss the connection between movement of particles and temperature in changes of state.</p> <p>Explain phase changes of matter when heated or cooled using the particle model of matter.</p> <p>Conduct a controlled experiment to prove the mass of a substance is the same after a phase change.</p>
	<p>A liquid thermometer uses the expansion or contraction of matter to measure temperature using a scale.</p> <p>Scientists use the Celsius scale to measure temperature in degrees Celsius (°C).</p> <p>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.</p>	<p>Expansion and contraction of matter can be the basis for the design of tools that measure temperature.</p>	<p>Describe how a liquid thermometer works.</p> <p>Create a tool that measures temperature based on expansion and contraction of a liquid.</p> <p>State the melting/freezing and boiling points of water on the Celsius scale.</p> <p>Identify safety practices associated with measuring temperature and the use of measurement tools.</p> <p>Conduct an investigation to demonstrate that liquid water is denser than solid water.</p> <p>Explain the effect on aquatic life if solid water were denser than liquid water.</p> <p>Explain the significance of expansion or contraction in the design and construction of structures.</p>
	<p>Expansion is the typical response materials have to heating.</p> <p>Contraction is the typical response materials have to cooling.</p> <p>Water has the unusual property of having greater volume in solid form than in liquid form.</p> <p>Because of water's unusual property, it is less dense in solid form than in liquid form.</p> <p>The surface of a body of water freezes when the temperature of the water drops below the freezing point.</p> <p>The frozen surface of a large body of water forms an insulating sheet of ice that protects aquatic life.</p> <p>A material's response to temperature change requires consideration when designing and constructing structures, including:</p> <ul style="list-style-type: none"> - bridges - roads 	<p>Most matter expands when heated and contracts when cooled.</p>	

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Science (K-6) | March 2022

Final Curriculum Implemented September 2024. Page 3

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

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	<ul style="list-style-type: none"> <input type="checkbox"/> Recognize the cognitive domain of the outcome verb informs the most suitable assessment format <input type="checkbox"/> Questions can be scaffolded according to cognitive complexity, foundational/prerequisite skills, depth of knowledge, cognitive load, or rigor <input type="checkbox"/> The type of scaffolding depends on the cognitive complexity of the outcome verb <input type="checkbox"/> Question progression reveals where a student is at in their learning and where they need to go next to improve <input type="checkbox"/> Scaffolded assessment question sets are based on High Probability Request Sequences research (Bross et al., 2013; Wright, 2013) 	<ul style="list-style-type: none"> <input type="checkbox"/> Learning progression towards outcome mastery involves moving from <ul style="list-style-type: none"> <input type="checkbox"/> Basic to deep knowledge <input type="checkbox"/> Concrete to abstract thinking <input type="checkbox"/> simple to complex cognitive skills <input type="checkbox"/> Single to multiple facet steps and <input type="checkbox"/> Small to great leaps in application, insight and transfer <input type="checkbox"/> Cognitively simple to complex <input type="checkbox"/> 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 	<ul style="list-style-type: none"> <input type="checkbox"/> Determine cognitive domain of outcome verb(s) <input type="checkbox"/> Choose suitable assessment/question format relative to the cognitive domain of the outcome verb <input type="checkbox"/> 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



“Sometimes, The most brilliant and intelligent minds do not shine in the standardized tests because they do not have standardized minds.”

- Diane Ravitch

www.TheTeacherTreasury.com



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

<https://www.assessmentnerd.ca/>

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



Hannah Al-Othman
@HannahAlOthman

How your email finds me:



Eve

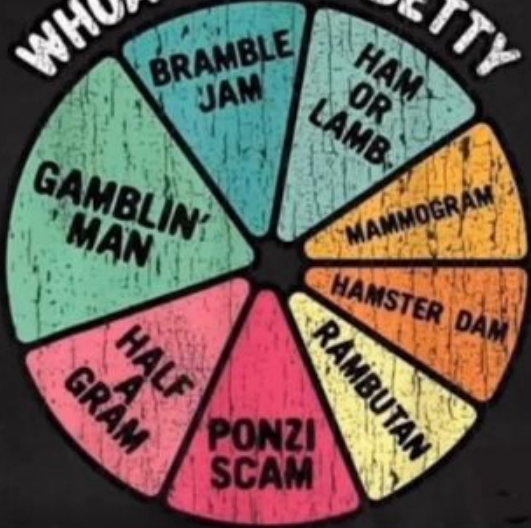
The main thing millennials can be proud of is that we collectively banished ironing clothes



Adam Ozimek
@ModeledBehavior

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

WHOA BLACK BETTY



THE WORLD RIGHT NOW:



ME:



"Make sure you're practicing self care!"

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

blackness everdeen
@traceycorder

Why read dystopian fiction when you can just pay attention?

ALL I'M SAYING IS YOU RARELY SEE A PERSON CRYING AND EATING PIE AT THE SAME TIME.

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



Parkboy Mike
3 hrs · 📍

so they clothes school tomorrow ?? 🤔

Jayla Resha'e shared Parkboy Mike's post.
2 mins · 📍

"They shirt it down" 🤔🤔🤔🤔

You and 1 other

Haha Comment Share

7 2 Comments

Haha Comment Share

Luis Centeno
That socks

Me, when my principal pops in unannounced, just as the students start indoor recess, and asks how things are going



WHAT I SAID:

"It doesn't matter if you're first in line or last. This is not a race."

WHAT THEY HEARD:

"First one there wins a million dollars, cupcakes at lunch, and a lifetime supply of Pokémon cards!"

"I love your memes. You must be fun to hang out with.."

Me in person:



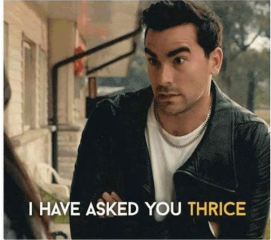
Me, teaching on a topic I knew nothing about two weeks ago



- PA Announcements
- Fire Drills
- Main Office Calling
- Late Students
- Attendance Calling
- Unrelated Questions
- A fly
- A spider
- Weak WiFi

Me thinking I can teach just one lesson without any interruptions

If my alarm clock could speak...



I HAVE ASKED YOU THRICE



trash jones @j2ux

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 @jiggjyoss

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




Ivsy @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:



 **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.

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



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



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

Angel tell me, did I waste my life by posting memes?



ME:
I'm battling some powerful demons today.

MY PRINCIPAL:
Please stop calling the students that.

