

# SHELLEY MOORE



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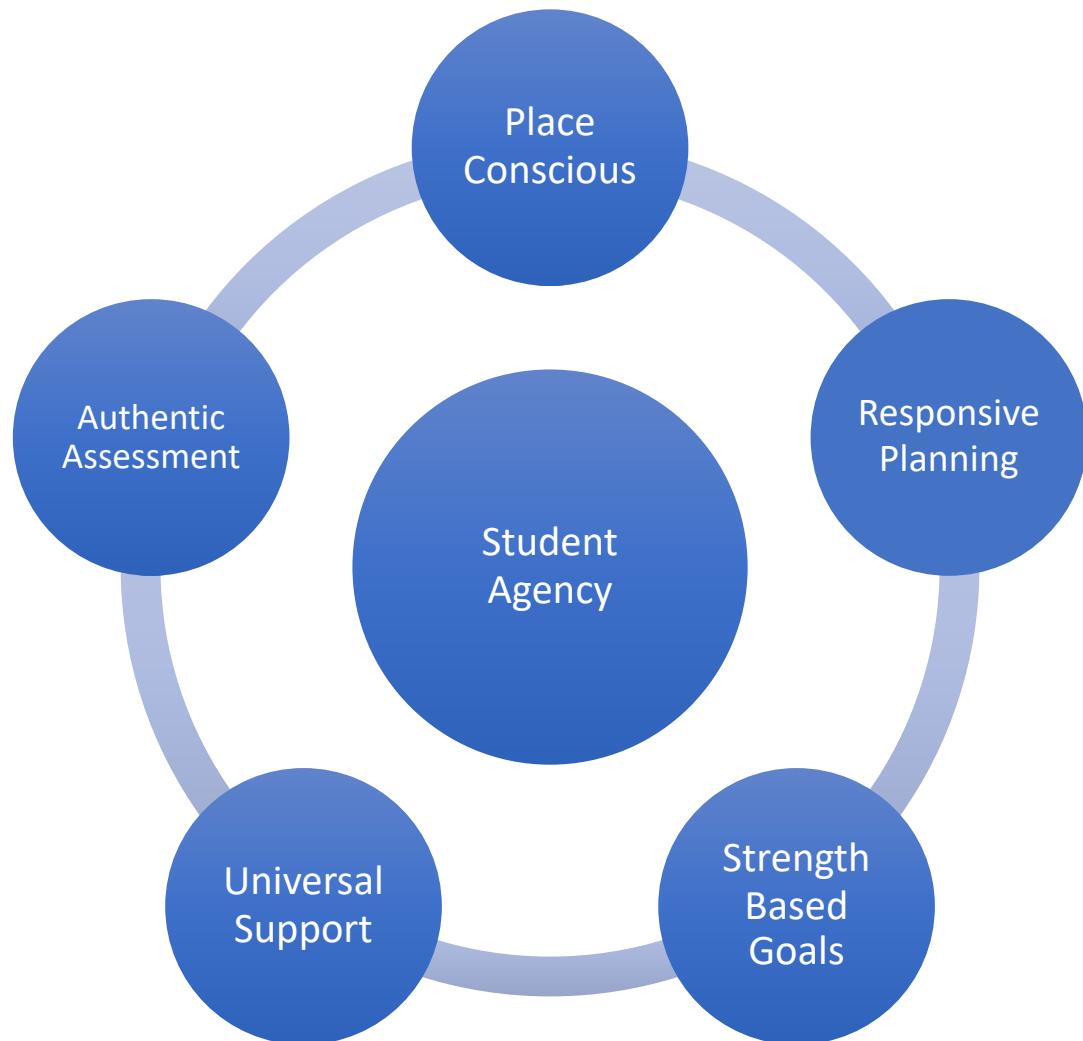


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# IEPs moving forward

- What do you remember from last session?
- What have you tried?
- What have you noticed?
- What questions are coming up?

# Guiding Principles of a Renewed IEP



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# Assessment & Presuming Competence

“Learning happens regardless to observation”

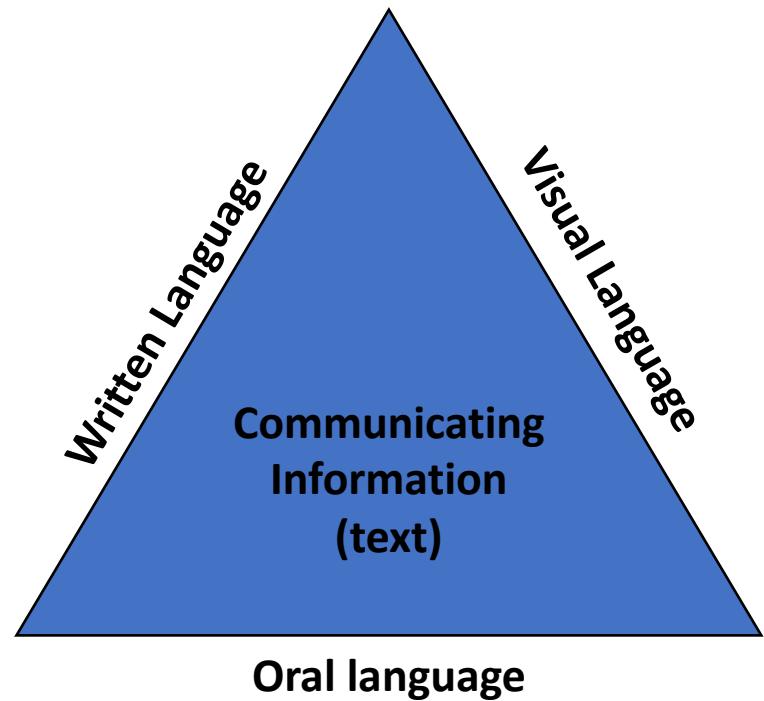
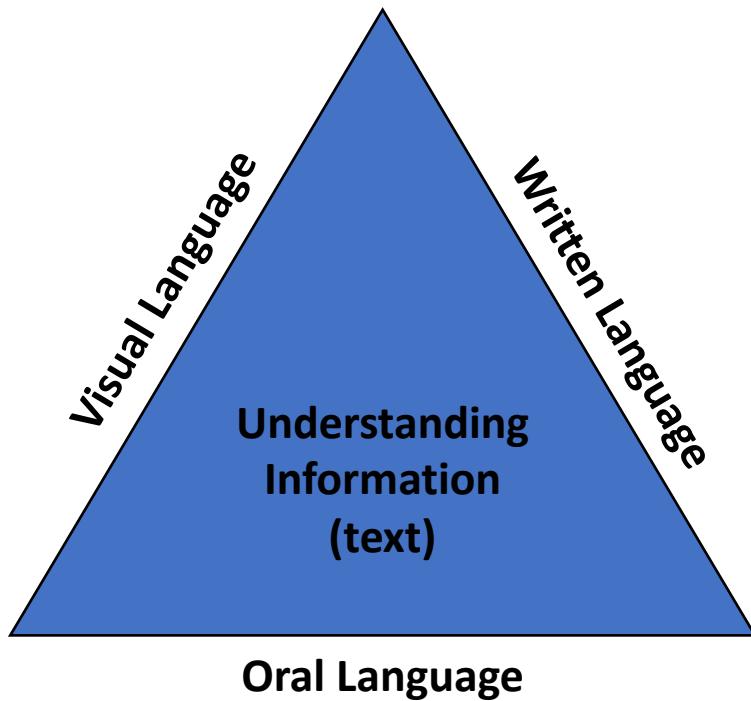
- Increasing the definition what it means to know and be
- Aligning evidence to curriculum
- Many ways to demonstrate learning
- Triangulation

# Assessment & Presuming Competence

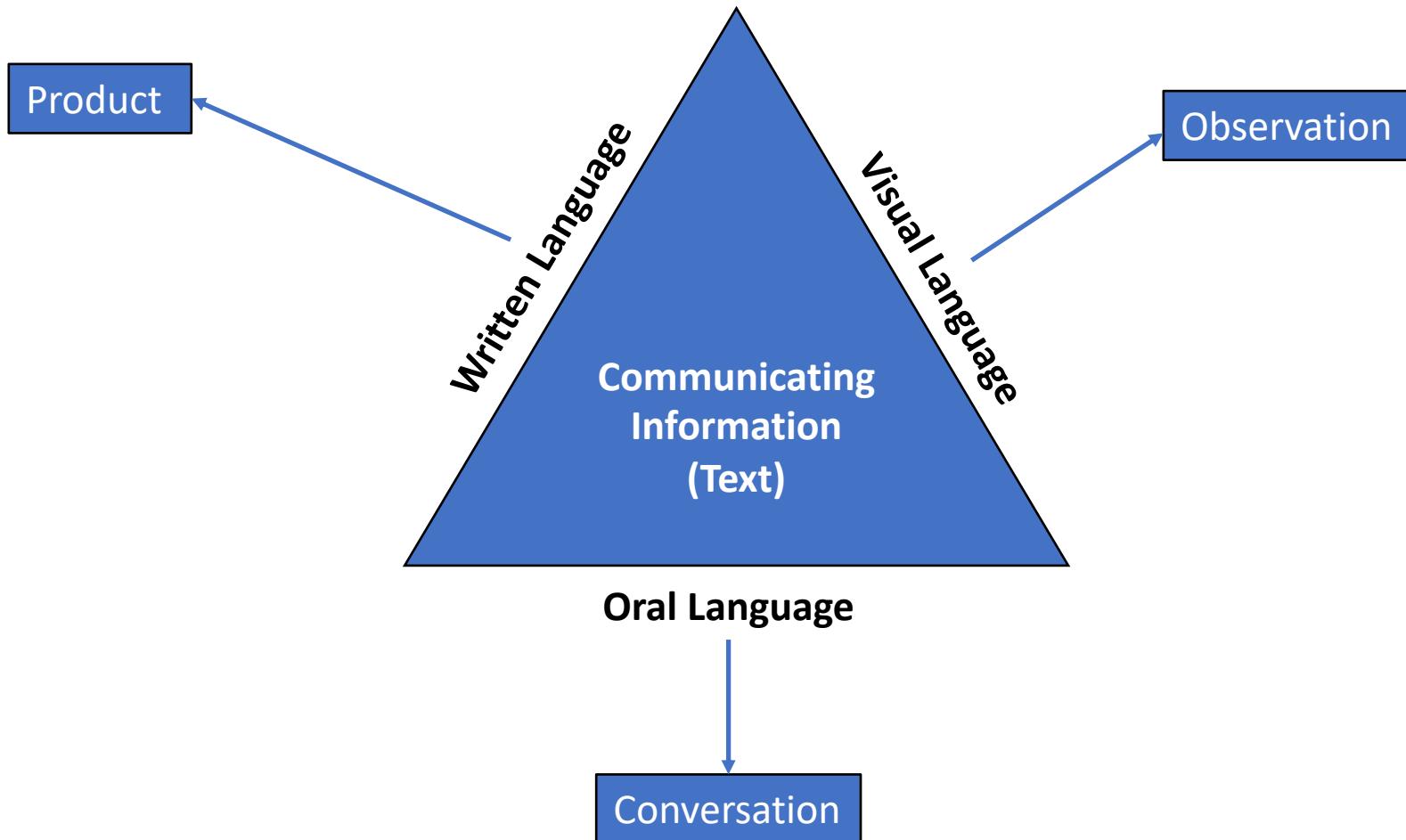
“Learning is only valid if it can be captured by someone else”

- This is tricky if someone has communication difficulties
- Evidence of learning heavily relied on behaviour (things we could see)
- No other curriculum in the world relies on learning in this way

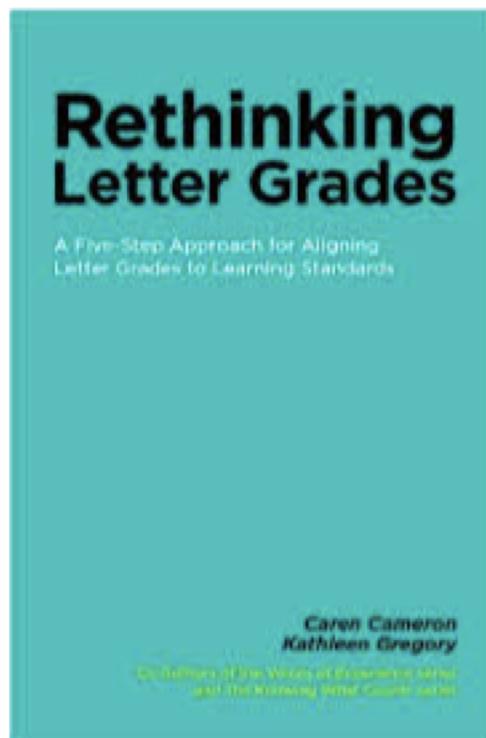
# Teaching & Assessing



# How do students show what they know?



# Rethinking Letter Grades



# Assessment: Evidence Logs

Goal & Objective	Progress			Type of evidence	Location
	I can do this...		I need to keep working on this goal		
	I met this goal! I am ready for the next challenge			product	observation
					conversation

# How do you know they have achieved a goal?

- It is content based and the unit is completed
- There is evidence in multiple formats (product, observation, conversation)
- The goal has evidence in multiple contexts
- The goal may still need to be worked on, but at a higher level of complexity
- The goal is met with or without supports – it doesn't matter
  - You can document the supports used because they were useful, but not because they impacted the evaluation

# Evidence

What reflection would you give on this piece of evidence?

(ready for next challenge/ keep working on it/ need a new goal)

What type of evidence is this?

(product/observation/conversation)

# Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence		Location
	I can do this...					
I can be part of a group by taking turns	I met this goal! I am ready for the next challenge	✓	I want to keep working on this goal	I need a new goal	product	observation
I can be part of a group by choosing a buddy to read with						conversation

# Evidence

What reflection would you give on this piece of evidence?

(ready for next challenge/ keep working on it/ need a new goal)

What type of evidence is this?

(product/observation/conversation)

# Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
<b>I can deliberately learn a lot about something so that I can generate new ideas by working on my own about something that is interesting to me</b>	✓			✓		✓		

# Evidence

What reflection would you give on this piece of evidence?

(ready for next challenge/ keep working on it/ need a new goal)

What type of evidence is this?

(product/observation/conversation)

# Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
I can take ownership of my goals, learning and behaviour by making choices where I can work that will support my learning		✓				✓		

# Evidence

What reflection would you give on this piece of evidence?

(ready for next challenge/ keep working on it/ need a new goal)

What type of evidence is this?

(product/observation/conversation)

# Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence		Location
	I can do this...					
I can ask and respond to simple, direct questions by using my AAC device to answer questions	I met this goal! I am ready for the next challenge	✓	I want to keep working on this goal	I need a new goal	product	observation
						conversation

# Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
I can persevere through a challenge task by putting my thoughts on stop!		✓		✓	✓	✓		

# Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence	Location		
	I can do this...						
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal				
I know surface area and volume of of regular solids, including triangular, right prisms and cylinders by identifying the 2D shape faces on an object			✓	product	observation		
I know surface area and volume of of regular solids, including triangular, right prisms and cylinders by identifying a square, circle, rectangle and triangle		✓		✓	✓		

# Evidence

**1. Goal: I can describe the characteristics and movements of an object in our solar system by describing what I would see on that moon**

Goal	Notes	Observation or Conversation	Date:	Captured by:
1.	I asked Robbie today what he was proud of, he showed me his Going to the Moon travel brochure and talked about all the things he would see if he was there.	C	03/01/12	EA
1.	Today Robbie presented his brochure to the moon to a small group in his class. He read his book out load and talked about what he would see	O	03/19/12	Classroom Teacher

# Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
<b>I can describe the characteristics and movements of an object in our solar system by describing what I would see on that moon</b>	✓			✓	✓	✓	Robbie's Portfolio (Rm. 149)	

# Assessment: Evidence Logs

Core Competency Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
I can understand and share information about a topic that is important to by connecting my learning to my interests	✓			✓	✓	✓	- Usb stick - Book bin	

# Assessment: Evidence Logs

Replacement Curricular Goal & Objective	Progress			Type of evidence			Location	
	I can do this...							
	I met this goal! I am ready for the next challenge	I want to keep working on this goal	I need a new goal	product	observation	conversation		
I can identify and categorize products from a chosen supplier by choosing a favourite product	✓			✓	✓			
I can identify the 4P's of marketing by matching them on my chosen product	✓			✓	✓	✓		

# Talk to your neighbour

- How does triangulated and authentic evidence support the development of student agency?

# CB IEPS moving forward

- What is a take away from today?
- What is a realization or validation?
- What are your next steps moving forward