

LESSON: Reflection
Grades K-4

The Big Ideas:

-Students learn by being actively engaged and reflecting on the experience

-Students will reflect on their work to determine if they did what they were supposed to do.

-Students will reflect on what they were successful at and what they plan to do next time.

Reflections allow the students to think about what worked, what problems they had and what they would do in the future.

- Provide students with an appropriate reflection or provide orally.
- Have the students discuss the questions first as a class and then in pairs.
- Students fill out the reflection.
- Students discuss what they learned about themselves and how this can help them in the future.

Name:

Date:

Reflecting on Your Work

This week I was successful at:

Next time I plan to:

Name: _____ Date: _____

Talk to you partner about your work today. Discuss these ideas.

What did you do?

What went well?

What problem, if any, did I have today?

Something new I learned was...

A new question that I have about my topic is...

Today I feel...

LESSON: Assessment and evaluation inform our instruction

Grades K-4

Big Idea:

-Assessments and evaluations help teachers inform their instruction as to which students require intervention and what intervention is required.

Assessment:

Assessment is something we do all the time. Assessment provides us with information about how are students are learning and progressing. Assessment also enhances our instruction by allowing us to determine whether we need to redesign our lessons based on how the students are doing. During the inquiry process, teachers should be assessing what students have already learned and what requires further review and teaching. This assessment should be “infused” throughout the research process and teachers should use this information to plan to meet the needs of the students.

- Some ways to assess are:
 - Observation
 - Listening to conversation
 - Reading students’ work
 - Taking of pictures
 - Tape recording student’s conversations
 - Documenting how students are performing at each task with a chart of short notes
 - Conferences to check on student’s performance
 - Student’s Self-assessments
 - Student’s journals

Evaluation:

Evaluation occurs at the end of the inquiry process. Evaluation at this stage shows student achievement. Teachers place a “value’ on the work. The final product is the culminating event and helps to represent what a student has learned. We base our evaluation on the evidence we have of the students’ learning.

- There are many ways to assess student learning. No one way will provide a teacher with all the information the student has learned. However, the best assessments occur during the inquiry process.
- **Example Rubric**
Attached is an example rubric created for small group inquiries. Ideally, rubrics should be co-created with the students. Students can identify a few key skills from each phase of inquiry. The students can also help define what will be counted as “evidence” of their learning.

Example rubric adapted from, *Comprehension and Collaboration: Inquiry Circles in Action*, Stephanie Harvey and Harvey Daniels, Heinemann, 2009

Curiosity, Interest, Wonder

Traits	Evidence	1, 2, 3, 4
Interacts with a variety of media to explore. Learn, and wonder about topics		
Responds to text or media by jotting down ideas and questions		
Works productively to set schedules and goals		

Develop Questions, Searches for Different Sources, Engages with Information

Traits	Evidence	1, 2, 3, 4
Develops questions at different levels		
Searches out a variety of sources to gather information		
Listens, talks, views, reads etc. to gain information		
Takes focused notes that answer questions		
Works productively to set schedules and goals		

Responds to Information, Synthesizes Information, Checks and Cites sources

Traits	Evidence	1, 2, 3, 4
Develops new questions and connections when engaging with information		
Synthesizes information in a new way		
Checks and cites sources		
Works productively to set schedules and goals		

Shares Learning, Reflection

Traits	Evidence	1, 2, 3, 4
Demonstrates learning and understanding in a variety of ways		
Reflects upon the research process		
Reflects upon and articulates individual learning		
Works productively to set schedules and goals		