

Key Slides

OTF Connects – November 24, 2015

Using Authentic Assessment to Drive Curriculum

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Common practices among highly effective teachers

1. Expectations for the students were clearly stated and exemplars were provided.
2. Student work could be found everywhere – inside the classroom, out of the door, and down the hall.
3. Teachers did not stand still and lecture; they covered every part of the room and monitored every activity that took place.
4. Multiple small group activities were often found, while the traditional arrangement of desks in rows was practically nonexistent.
5. There were highly levels of “instructional discourse”. Students were encouraged to ask questions, discuss ideas, and comment on statements made by teachers and other students.
6. The organization of the rooms and lessons was clearly evident. Materials were easily accessible when needed and no class time was wasted from lack of preparation.

Levels of engagement

A) Rate the level of potential engagement of the task set out by the teacher;

B) Make one suggestion to increase the level of engagement

Not engaged	Level I	Level II	Level III	Level IV	Level V
Non-compliant does not complete assigned tasks	Merely complies does it for external rewards or expectations	Holds interest is enjoyable or pleasing	Sees the value is perceived important, useful or personally meaningful	Is challenged gets caught up by appropriate and meaningful challenges	Is Transformed commitment extends to other aspects of their lives

Over-arching challenge that students will respond to: What will student say, write do or create that will demonstrate a reasoned response to the inquiry?

Generating ideas for critical challenges through *BVSR* (Blind variation - Selective Retention)

Step 1: Generate a list of possible over-arching challenges by completing as many of the boxes as possible.

Create (design something original and useful in the context of the subject area) e.g. poster, toy, product or solution to a problem		
Re-create (re-work something for a new purpose or context beginning from an existing design)		
Curate (gather together selections of works e.g. poems, paintings, artifacts) for an exhibit, anthology, or digital collection		
Write for purpose and audience (write using a particular text form for a specified audience and purpose)		
Perform (Plan a performance to entertain, educate or persuade others)		
Imagine differently (develop an imaginative response to an new or old problem by approaching the issue in a new way or putting a twist on an old way)		