



Mr. Barge's Instructional Tip of the Week! – Student Self-Assessment

I'm always looking for ways to empower students in my class and have them take ownership over their learning. Whenever we work in Presidential Teams (strategic groupings), students are not only given a specific task, but they are asked to self-assess the group performance using the rubric that Mr. Anderson, one of our Peer Collaborative Teachers, shared with the staff last year. There are three color coded rubrics (see below). Our task helps us to determine which rubric we can use. As I am "circulating with a purpose," it is easy for the students to say that they are "at a 4" (highest rating on the rubric). Needless to say, having groups explain why they think they are at that level will determine whether their self-assessment is accurate, whether the communication within the group is effective, whether students are learning and what next steps I can provide to help groups move forward. I have also included a brief self-assessment check on students' HW Packets to help them reflect on the unit that we are learning. This is another way that students can reflect on their learning and progress. Tomorrow (3/28), we will have a 30 minute professional learning session in the library on student self-assessment practices (@8:15am). I look forward to sharing some of the student self-assessment techniques that I use as well as hear some of the wonderful practices that you would like to share, and celebrate, with your colleagues.

	Discussion	Group Work	Learning
4	<ul style="list-style-type: none"> I share my own ideas and support them with evidence from several sources. I generate my own questions and ask them to the class. I listen and respond to classmates' ideas. 	<ul style="list-style-type: none"> I help struggling groupmates and lead the group, even when they don't ask for my help. I actively contribute knowledge, opinions, and skills without being reminded. I keep myself and the group focused to complete the task. 	<ul style="list-style-type: none"> I can explain all aspects of today's Aim. I can explain what we are learning and why we are learning it. I can use specific evidence from several sources to answer the Aim. I feel confident enough with the material to help others who are struggling with the topic.
3	<ul style="list-style-type: none"> I share out ideas from the class materials and support those ideas with evidence. I respond to classmates' ideas when asked. 	<ul style="list-style-type: none"> I help groupmates who ask me for help. I contribute knowledge, opinions, and skills to the group when asked. I stay focused and complete the task. 	<ul style="list-style-type: none"> I can explain most aspects of today's Aim. I can explain what we are learning today and have an idea as to why we are learning it. I can use specific evidence from the close reading in class to answer the Aim.
2	<ul style="list-style-type: none"> I only share my ideas with the class when the teacher directly calls on me. I support my ideas with evidence only when asked. I listen to the other students' ideas, but don't comment. 	<ul style="list-style-type: none"> I work independently most of the time. I am quiet most of the time, but answer some questions if my groupmates ask me. I stay focused most of the time, but need help to stay on task and get the work done. 	<ul style="list-style-type: none"> I can explain most aspects of today's Aim, but am still confused about at least one part. I can write a short response to answer the Aim. I can use some evidence from the text in class to answer the Aim.
1	<ul style="list-style-type: none"> I don't participate in the class discussion. I do not listen to my classmates. 	<ul style="list-style-type: none"> I do not contribute work to the group. I am quiet all the time. I am frequently distracted. 	<ul style="list-style-type: none"> I am struggling to answer today's Aim. I need more help from the teacher or classmates.

Self-Assessment Rubric

When students are working in groups, I write the rubric color that students should use on the board:

"Today we are going GREEN!" as an example

Great Depression Homework Packet



Name: _____
Self-Assessment: _____

After completing the unit on "The Great Depression," I

Understand it!
 Do not understand it.
 Needs some more clarity on some topics:

Explain: _____

Dorothea Lange's Migrant Mother

HW #1: The Causes of the Great Depression

- HW #1 Reading ("The Great Depression: Why It Happened")
- HW# 1 Worksheet (Chart entitled, "Why Did the Great Depression Happen?")

HW #2: Effects of the Great Depression

- Lyrics to "Brother Can You Spare a Dime?" and Question (1 paragraph answer).

HW #3: The Dust Bowl

- Watch Video (<https://www.youtube.com/watch?v=XwK5KHg0BQ>)
- Write a journal entry as if you were living in the Midwest during the Dust Bowl

HW#4: FDR and The New Deal

- Read article on FDR and the New Deal
- Complete worksheet on New Deal legislation

HW Packet cover sheet for the unit on the Great Depression with self-assessment.

Student submitted completed HW Packet with self-assessment

Great Depression Homework Packet



Name: _____
Self-Assessment: _____

After completing the unit on "The Great Depression," I

Understand it!
 Do not understand it.
 Needs some more clarity on some topics:

Explain: I understand "the Great Depression" because the packet provided explanations of the depression through various visual analysis through pictures that were shown in the video about the Dust Bowl. This helped me in understanding different parts of history in a creative way.

Dorothea Lange's Migrant Mother

HW #1: The Causes of the Great Depression

- HW #1 Reading ("The Great Depression: Why It Happened")
- HW# 1 Worksheet (Chart entitled, "Why Did the Great Depression Happen?")

HW #2: Effects of the Great Depression

- Lyrics to "Brother Can You Spare a Dime?" and Question (1 paragraph answer).

HW #3: The Dust Bowl

- Watch Video (<https://www.youtube.com/watch?v=XwK5KHg0BQ>)
- Write a journal entry as if you were living in the Midwest during the Dust Bowl

HW#4: FDR and The New Deal

- Read article on FDR and the New Deal
- Complete worksheet on New Deal legislation

... because at Edward R. Murrow High School, we CARE about our students!