

**AFL A Step Further**  
**Moving from Information to Action – Secondary Years**  
**Facilitator’s Agenda**  
**November 17, 2009**

Time	On / Off Line	Description	Slides
3:30	Off Line	<p><b>Pre-Activity</b></p> <ul style="list-style-type: none"> <li>• Working with a partner discuss the quotes</li> <li>• Do any of these really make you think? Is there one in particular that you like or dislike? Why?</li> </ul>	<p><b>Slide 1</b> <b>Handout 1</b></p>
3:45 2 min	On Line	<p><b>Yrsa</b></p> <ul style="list-style-type: none"> <li>• Welcomes everyone</li> <li>• Reminder of archived sessions and compilation of assessment tools</li> <li>• What this year is going to look like</li> </ul>	<p><b>Slide 2</b></p>
3:47 15 min	On Line	<p><b>Yrsa</b></p> <ul style="list-style-type: none"> <li>• Black and Wiliam quote</li> <li>• BCELC WebCasts</li> <li>• Agenda or shape of the afternoon               <ul style="list-style-type: none"> <li>○ Assessment For Learning – What and Why?</li> <li>○ The Six Big Practices</li> <li>○ Assessment For Learning in BC Secondary Classrooms                   <ul style="list-style-type: none"> <li>▪ Anne Jenkins from Qualicum</li> <li>▪ Dani Garner from Cowichan Valley</li> </ul> </li> <li>○ Next Steps</li> </ul> </li> <li>• Learning Intentions for Today</li> <li>• Assessment For Learning definition</li> <li>• Distinct Differences</li> <li>• AFL – Why is it Important?</li> <li>• Inside the Black Box</li> <li>• Working Inside the Black Box</li> <li>• Repetitions in Research</li> <li>• The Six Big Practices               <ul style="list-style-type: none"> <li>○ Learning Intentions</li> <li>○ Criteria</li> <li>○ Questions</li> <li>○ Descriptive Feedback</li> <li>○ Self and Peer Assessment</li> <li>○ Student Ownership</li> </ul> </li> </ul>	<p><b>Slides 3 – 20</b> <b>Handout 2</b></p>

Time	On / Off Line	Description	Slides
		<ul style="list-style-type: none"> <li>• Our Focus today               <ul style="list-style-type: none"> <li>○ Here's an assessment for learning idea I tried</li> <li>○ This is the information I gained</li> <li>○ This is the action I took as a result</li> <li>○ This is the action the children took as a result</li> <li>○ This is how I was supported in my work</li> </ul> </li> </ul>	
<p style="text-align: center;"><b>4:02 10 min</b></p>	<p style="text-align: center;"><b>Off line Slide 21 stays on the screen</b></p>	<p><b>Yrsa Activity</b></p> <ul style="list-style-type: none"> <li>• What assessment idea have you used?</li> <li>• What did you do differently as a result of the information you gained?</li> <li>• What did the children do differently as a result of the information they gained?</li> </ul>	<p style="text-align: center;"><b>Slide 21</b></p>
<p style="text-align: center;"><b>4:12 30 min</b></p>	<p style="text-align: center;"><b>On line</b></p>	<p><b>Anne</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Collaboration to Improve Student Learning at Kwilikum Secondary School</li> <li>• Informal teams of staff               <ul style="list-style-type: none"> <li>○ Teachers</li> <li>○ Monthly luncheons</li> <li>○ Teacher – to – Teacher</li> <li>○ Inclusion of student teachers</li> <li>○ Side – by – side learning</li> <li>○ Planned, purposeful actions</li> </ul> </li> <li>• Structure of a Science Report</li> <li>• Template</li> <li>• Photos (2)</li> <li>• Quick Scale – Handout 3</li> <li>• Photo</li> <li>• Synonyms for writing a report               <ul style="list-style-type: none"> <li>○ Words to use</li> </ul> </li> <li>• Photos (4)</li> <li>• Photo – 3Students working together</li> <li>• Writing Reports and Procedures: Descriptive Feedback – Handout 4</li> <li>• Science 9 Results</li> <li>• Supports for students and staff</li> <li>• Kwilikum Konversation – Handout 5</li> <li>• Junior Science Lab Rubric – Handout 6</li> <li>• Junior Science Lab Rubric: Grade 10 – Handout 7</li> <li>• Supports for staff</li> </ul>	<p style="text-align: center;"><b>Slides 22 – 46</b></p> <p style="text-align: center;"><b>Handout 3, 4, 5, 6, 7</b></p>

Time	On / Off Line	Description	Slides
4:42 10 min	Off Line Slide 47 stays on the screen	<p><b>Anne</b> <b>Talk Time – Making it yours</b></p> <ul style="list-style-type: none"> <li>• How might you use this idea in your classroom?</li> <li>• What information might you gain?</li> <li>• What might you do differently as a result of the information?</li> <li>• What might your children do differently?</li> </ul>	Slide 47
4:52 30 min	On line	<p><b>Dani Garner</b></p> <ul style="list-style-type: none"> <li>• Introduction</li> <li>• Planning – Step 1</li> <li>• Learning intentions               <ul style="list-style-type: none"> <li>○ White board / chalk board</li> <li>○ Photos (2)</li> </ul> </li> <li>• Pre / post learning – Social Studies</li> <li>• Planning               <ul style="list-style-type: none"> <li>○ Step 2, 3, 4</li> </ul> </li> <li>• Criteria               <ul style="list-style-type: none"> <li>○ Performance standards</li> <li>○ 1 photo</li> </ul> </li> <li>• Descriptive Feedback               <ul style="list-style-type: none"> <li>○ D.A.R.T.S., B.L.T.</li> <li>○ s and w's</li> <li>○ Verbal feedback</li> <li>○ Photos (2)</li> </ul> </li> <li>• Questions               <ul style="list-style-type: none"> <li>○ ??</li> <li>○ Table Talk</li> <li>○ Popsicle Sticks</li> <li>○ A / B Partners Ownership</li> </ul> </li> <li>• Self &amp; Peer Assessment               <ul style="list-style-type: none"> <li>○ Exemplars</li> <li>○ Clothesline activity</li> <li>○ Photo</li> </ul> </li> <li>• Ownership               <ul style="list-style-type: none"> <li>○ Record of learning</li> <li>○ Photo</li> </ul> </li> <li>• Step 5 – summative assessment               <ul style="list-style-type: none"> <li>○ Review lessons / activities</li> </ul> </li> </ul>	Slides 48 – 67

Time	On / Off Line	Description	Slides
		<ul style="list-style-type: none"> <li>○ Ticket to the test</li> <li>○ Test questions from learning outcomes</li> <li>○ Testing what a student can do</li> <li>○ 1 photo</li> <li>● My support               <ul style="list-style-type: none"> <li>○ Colleagues / teacher - friends</li> <li>○ Principal / administration</li> <li>○ District</li> <li>○ Masters program</li> </ul> </li> </ul>	
5:22 10 min	Off line Slide 68 stays on the screen	<b>Dani</b> <b>Talk Time – Making it yours</b> <ul style="list-style-type: none"> <li>● How might you use this idea in your classroom?</li> <li>● What information might you gain?</li> <li>● What might you do differently as a result of the information?</li> <li>● What might your children do differently?</li> </ul>	Slide 68
5:32 5 min	On line	<b>Yrsa</b> <ul style="list-style-type: none"> <li>● Next Steps               <ul style="list-style-type: none"> <li>○ What will you try in your classroom?</li> <li>○ How will you move from information to action?</li> </ul> </li> <li>● Planning Ahead               <ul style="list-style-type: none"> <li>○ Archived Sessions</li> </ul> </li> <li>● Thank You</li> </ul>	Slides 69
5:37 1 min	On line Slide 670 stays on the screen for a few moments after we end	<b>Yrsa</b> <ul style="list-style-type: none"> <li>● <b>Black and Wiliam quote</b></li> <li>● <b>Thank you</b></li> </ul>	Slide 70
5:38	Off line	<b>End of Broadcast</b>	