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CORWIN

Please enjoy this complimentary excerpt from *Becoming an Assessment-Capable Visual Learner* by Douglas Fisher, Nancy Frey, John Hattie, and Karen T. Flores. In this lesson, students learn to evaluate their performance by encouraging them to identify errors and what is needed to close the gap.

LEARN MORE about this title, including Features, Table of Contents, and Reviews.

Looking at Mistakes as a Chance to Grow in My Learning

10

Overview

This lesson is designed to help students evaluate their performance and see that errors made in their learning present opportunities to learn moving forward if they take the time to stop and evaluate what may have caused that error and what learning is needed to close the gap. Students will use assessment results from a selected assessment by the teacher and evaluate easy questions they got incorrect and why as well as difficult questions they got incorrect and why. In addition to exploring incorrect responses, students will also evaluate the easy question they got right or wrong and why. It is important that the students are allowed to deem which questions were easy and which were hard instead of being told which category questions fall into. An easy question for one student may prove as a difficult question for another student, so it is important for the student to determine the difficulty of questions.

Teacher Preparation

Assessment results will be needed for students to engage in the learning in the lesson. Possible suggestions include pre- or postassessment data, unit/module data, quiz data, and scoring guide data, for example. There are many possibilities in terms of the data to use, but a key variable should be that student performance has opportunity for growth. You wouldn't want to use data where all kids earned a perfect score. It is also important to consider the learning opportunities that will be available to the student moving forward to close any gaps identified through the data.

It is extremely important NOT to determine easy or hard questions for all students as that doesn't recognize the individual readiness levels each student currently has. An easy question for one learner may have been very hard for another, so the difficulty of a question is something that the students need to determine on their own. Students may also need guidance in what criteria they should use to know if a question was easy or hard for them. Perhaps a way to simplify it is that easy questions didn't require a whole lot of thinking on their part while hard questions required them to stop and think about them for a minute.

If students are not willing to share their personal example of when they made a mistake, have an example of your own prepared to share.



TIME:
30 minutes



ASSOCIATED INFLUENCE AND EFFECT SIZE:

Self-efficacy:
0.92

Assessment-capable visible learners:
1.44

Positive self-concept:
0.41



RELATED TOOLS AND RESOURCES:

Looking at Mistakes as a Chance to Grow in My Learning

LESSON
10

Looking at Mistakes as a Chance to Grow in My Learning

Stop & Reflect



Stop and think about a time when you made a mistake or an error. It doesn't have to be an example connected to school; it can be anything. You could have been drawing, singing, playing a sport, playing a video game, talking, or skateboarding. Any experience will work that you can think of when you made a mistake.

Think about the three questions below.

1

How did you feel about your mistake?

2

Why did you feel that way?

3

How did you get over it?



Looking at Mistakes as a Chance to Grow in My Learning

Date: _____

- Directions:**
1. Read each question on the assessment.
 2. After you read each question, think about whether you felt like it was an EASY question or a HARD question.
 - E** If you thought it was **EASY**, put an **E** next to it.
 - H** If you thought it was **HARD**, put an **H** next to it.
 3. Look and see if you got the question RIGHT or WRONG.
 - R** If you got it **RIGHT**, put an **R** next to the question.
 - W** If you got it **WRONG**, put a **W** next to the question.
 4. Place the number of the question in one of the four boxes below. For example, if I thought question 1 was easy but I got it wrong, I would put an E and a W next to the question. Then I would put a 1 in the first box.

E W

These are questions I thought were EASY, and I got WRONG.

H W

These are questions I thought were HARD, and I got WRONG.

E R

These are questions I thought were EASY, and I got RIGHT.

H R

These are questions I thought were HARD, and I got RIGHT.

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Looking at Mistakes as a Chance to Grow in My Learning

E

W

What is a question that you thought was EASY and got WRONG?



Why did you get it wrong?



What do you need to learn so that you can get it right the next time?

Looking at Mistakes as a Chance to Grow in My Learning (continued)

H

W

What is a question that you thought was **HARD** and got **WRONG**?



Why did you get it wrong?



What do you need to learn so that you can get it right the next time?

Teacher Talk

Have students open up to page 56 in their notebook. Bring their attention to the STOP & REFLECT activity. Read it aloud as a class or have students read it on their own.

I'd like you to take a moment now to think about a time when you made a mistake or got something wrong. Remember what the directions said; it doesn't have to be an example connected to school; it can be anything. You could have been drawing, singing, playing a sport, playing a video game, talking, or skateboarding. Any experience that you can think of when you made a mistake will work. Think about the three questions below.

- *How did you feel about your mistake?*
- *Why did you feel that way?*
- *How did you get over it?*

Allow students time to think and respond to the questions. Ask if anyone would be willing to share their example and their responses to the three questions. If no one is willing to share, use an example of your own to share.

A key characteristic of becoming an assessment-capable visible learner is seeing errors as opportunities to learn. Today, you are going to review assessment results from _____ and you are going to explore your performance against each question. Take a look at the four quadrants (boxes) on page 57. You'll see that each quadrant is titled: questions that I thought were easy that I got wrong, questions that I thought were hard that I got wrong, questions that I thought were easy that I got right, and questions that I thought were hard that I got right. I want you to look at the assessment question and your result on the question and place each one into one of the four quadrants on page 57 in your notebook. Just include the question number. You'll look deeper into each of them in the next section of the learning task.

Allow students time to chart each of the questions into one of the four quadrants.

Now we are going to dig deeper into the questions that you thought were easy and got wrong and the questions

that you thought were hard and got wrong. If you have more, identify the questions you'd like to further explore.

Take a look at the graphic organizer we'll be using to explore some of our incorrect responses. What I'd like you to do is capture the hard questions you got wrong and the easy questions you got wrong and then answer the questions that go along with each question.

After students have had time to dig deeper into their assessment questions, partner them up or put them into groups of three or four to share out what they captured.

I'd like you to take turns sharing what you captured on your assessment question template. When one person is sharing, I want the other group members to see if it was a question that you got incorrect, too, or if it is something you got correct. Take a moment as a group to talk about each question. If you are someone who got it correct, share your knowledge with the rest of the group.

After groups have a chance to share, ask the class if there are any questions that stumped everyone or several members of the group. This can be used as a learning opportunity to reteach materials that were widely misunderstood as well as invite students into a whole-class thinking opportunity to think through the question together.

Were there any questions, easy or hard, that stumped a lot of you?

The lesson can now be brought to a close.

Student Action

- Individual reflection
- Individual charting of assessment results
- Individual self-evaluation
- Group share and discussion
- Whole-class discussion