

★ Build Fluencies with Graduated Levels of Support for Practice & Performance



Day 250

Expand The Offerings

Assessments should help us determine what students need. To get the best information, however, we need to employ multiple measures, tools, and strategies across the week, month, and school year. All teachers know students who struggle on traditional assessments, but “show up” very differently when working on projects, engaging in a discussion, or creating a model.

Begin by doing a quick survey of your plans to get an idea of how many different tools you are already using. Then, review books, websites, and blogs to get ideas for new assessments you would like to try.

Consider trying one of these assessment tools in your next lesson. In fact, to make this recommendation more meaningful, put a (*) by one or two ideas you have not tried, but might want to try; a (+) by one or two ideas you would just like to learn more about; and a (#) by one or two ideas that you used in the past, have not used lately, and would like to try again:

- | | | |
|---------------------------|------------------------|----------------------------|
| ★ annotated bibliography, | ★ focus group, | ★ newspaper, |
| ★ art exhibit, | ★ learning station, | ★ photo essay, |
| ★ blog post, | ★ literary analysis, | ★ podcast, |
| ★ bulletin board | ★ magazine, | ★ poster session proposal, |
| ★ case study, | ★ musical performance, | ★ student interview, |
| ★ data analysis, | ★ newscast, | ★ survey. |

- ★ Optimize Relevance, Value & Authenticity



Day
89

Innovate

If you have read Daniel Pink's popular book *Drive* (2011), you know about companies that encourage employees to spend a portion of their time engaging in projects of their choice. In some places, Pink reports, workers are encouraged to spend as much as 20 percent of their time on these projects.

Teacher-blogger Josh Stumpenhorst wrote about using this idea in schools. For one day, sixth graders in his school were allowed to focus on any activity they deemed worthy, interesting, or meaningful. This is UDL and then some. Not only did learners have choices in how they spent their time, but they could also work collaboratively and focus on areas of personal interest or skill.

Some of the projects students chose included:

- ★ creating a Rube Goldberg machine;
- ★ writing and performing a comedy routine;
- ★ choreographing a dance;
- ★ producing a highlight reel of basketball moves;
- ★ building a model of the Eiffel Tower; and
- ★ writing a short story.

Want to learn more about these types of learning experiences? Read Josh Stumpenhorst's aforementioned post on the topic (www.stumpteacher.com/2011/03/innovation-day-2011.html) and then explore Chris Kesler's retired but content-rich site on how to support students to work on "passion projects" on a weekly basis: www.geniushour.com.