for Student Success: Failure as an Opportunity
FAILURE IS PROOF THAT YOU TRIED. NOW GO TRY AGAIN.
• What if we viewed the grade book as a progress bar where students work towards a winning condition?

• What if we allowed and even rewarded failure?

• Moving students from “What do I need to know?” to, “What’s worth knowing?”
LANGUAGE MATTERS
Feedback is ... most effective when it is timely, perceived as relevant, meaningful and encouraging, and offers suggestions for improvement that are within a student's grasp.

(Brown, Bull, & Pendlebury, 1997).

BALANCED, SPECIFIC & DIRECT, MEASURABLE, SENSITIVE
• What if we viewed the grade book as a progress bar where students work towards a winning condition?
• What if we allowed and even rewarded failure?
Grade book VS Quest-based

**Fixed Path**
- Activity Driven
- Reductive Grading
- Punitive
- Unmotivating

**Flexible Path**
- Competency Driven
- Accumulative Grading
- Rewarding
- Motivating

- Unit Exam
- Notebook Check
- Persuasive Paper
- Pop Quiz 2
- Assignment 2
- Oral Report
- Pop Quiz
- Assignment 1
- Reading Log 1

- Authentic Product
- Digital badge
- Game design doc
- Video Review
- Embedded lab
- Blog Post
Grading Scale

XP | %
---|---
1400 | 100%
1350 | 98%
1300 | 96%
1250 | 94%
1200 | 92%
1150 | 90%
1100 | 88%
1050 | 86%
1000 | 84%
950  | 82%
900  | 80%
850  | 78%

Total XP Possible: 1475

Winning Condition! Master Ninja Candidate!

Level 3 - Jonin Ninja

750 XP

- Focus it in (75 XP)
- Final Weapon of Destruction (25 XP)
- Peer Review (100 XP)
- Practice Makes Perfect (50 XP)
- Beat the Boss (200 XP)
- Gamification Survey (25 XP)

Level 2 - Chonin Ninja

655 XP

- Craft Two (85 XP)
- Rick, the Sensei (100 XP)
- Anchors Aweigh (35 XP)
- Ninja Hacker (25 XP)
- Mini Boss Challenge #2 (50 XP)
- Read it to Believe it! (40 XP)

- Plan of Attack (30 XP)
- The Golden Standards (45 XP)
- Objectively Speaking (70 XP)
- Pac-Man Practice (25 XP)
- Quizizz Practice (25 XP)
- The Alliance (125 XP)

Level 1 - Genin Ninja

345 XP

- Train your Brain! (125 XP)
- Watch and Learn (90 XP)
- Express Yourself! (50 XP)
- The Art of Thinking (50 XP)
- Mini Boss Challenge (30 XP)
- Q & A (20 XP)

Req. XP to level

- Required Quest
CURRICULUM DESIGN

Begin with the end

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences and instruction.
Voice & Choice!
1. More quests/activities than needed to get an “A” – Allow choice (autonomy)

2. Make a list of all assignments/activities that you already use.

3. Group/Chunk your Content
   **Blogs, quizzes, guild challenges, discussions, group challenges**

3. What assignments can offer choice of mode?
Determine progression of skills (level up faster in the beginning; move up up the Bloom’s levels)
BIG JOURNEYS BEGIN WITH SMALL STEPS
<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>XP</td>
<td>XP</td>
<td>XP</td>
<td>XP</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Required XP to Level up</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**WINNING CONDITION**

**Badge Earned:**

_____________________

**Badge Earned:**

_____________________

**Badge Earned:**

_____________________

**Badge Earned:**

_____________________
LONG’S INTERACTIVE READ ALOUD
LESSON PLAN
E339

1. GRADE LEVEL: 2ND

2. IN ACADEMIC STANDARDS:
   - 2.RL.4.1: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.
   - 2.SL.4.2: Create simple presentations that maintain a clear focus, using various media where appropriate to clarify ideas, thoughts, and feelings.

3. PERFORMANCE OBJECTIVES
   - Students will be able to develop visualizations and describe their visualizations.
   - Students will be able to compose a story or presentation, stationary and present to class.
tkingsley 17 days ago:

I think your username is AW23019191910. Is that correct?

I like your question about the father's judgment - this is a nice question that taps into Bloom's Evaluate.

For your creating and analyzing—making a prediction would not fall into analyzing. You could, however,

have Students make inferences (using text evidence) for analyzing. Another analyzing option would be to compare and contrast. Creating is to combine information in new ways to propose something new or an alternate solution.

To resubmit this quest, please type here (in the submission text box) one question for Analyze and one question for Create that relates to Beauty and the Beast.
Getting much closer!

"Do you infer that Bell will stay in the castle in place of her father forever?" - Revised to, based on the character's actions in the text, do you . . ." This keeps the inference grounded in text evidence.

"-He shows Bell her father hoping to eliminate her sadness. If he had not shown Bell her ill father do you think she would be so unhappy in the castle"

Remember, creating is to combine information in new ways to propose something new or an alternate solution. You are asking a "do you think" question. I'm attaching the Bloom's Questioning chart for you to reference when writing up your revisions.

418129_Questions-Using-Blooms-Taxonomy.pdf
tkingsley 15 days ago:

Got it!
I like that we were able to make mistakes and get it back to fix the mistakes. This helped me better understand the materials without making me feel like I was less than.

(Student Comment, Fall, I2017).
I like being able to work at my own pace. I also like that it allowed me to cumulatively build my lesson without really realizing it.

(Student Comment, Spring 2017).
It makes the lesson look less overwhelming because it is broken up into small pieces.

(Student Comment, Fall 2017).
I felt like I was more prepared for this lesson plan than I have been in previous classes.

(Student Comment, Fall 2017).
• It was more fun. I also feel like I KNOW the information, vs. just "getting" to pass class.

• (Student Comment, Fall 2017).
I liked earning badges in the gamification platform

87% ALMOST ALWAYS/OFTEN
Earning badges made me work harder.

69% ALMOST ALWAYS/OFTEN
Gamification made the course work more fun/interesting

87% ALMOST ALWAYS/OFTEN
• “My other classes consist of traditional reading of text and responding to questions or participating in discussions. The gamification takes this to another level and makes it more interactive and appeals to one's sense of competition.”

(Student Comment, Spring 2017)
• “The badges or ranking appeals to my sense of accomplishment and competition”

(Student Comment, Spring 2017).
• I enjoyed the competitive side of the gaming. I consider myself very competitive, so from the beginning I wanted to receive as many of the badges as possible.

(Student Comment, Spring 2017).
Managing Choice Assignments

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Secondary ID</th>
<th>Quest 1 Out of 400</th>
<th>Quest 2 Out of 200</th>
<th>Quest 3 Out of 275</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>400</td>
<td>EX</td>
<td>EX</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EX</td>
<td>200</td>
<td>275</td>
</tr>
<tr>
<td></td>
<td></td>
<td>400</td>
<td>EX</td>
<td>EX</td>
</tr>
</tbody>
</table>
Managing Choice Assignments

- Lock until

Prerequisites
- Add prerequisite

Requirements
- Students must complete all of these requirements
- Students must move through requirements in sequential order
- Student must complete one of these requirements
  - Quest 1
  - Add requirement
To be eligible for revision and re-grading, an assignment must be COMPLETE when submitted and be a reasonable attempt to meet the requirements for “meets expectations” as stated in the rubric. Incomplete or shoddy work may not be resubmitted.

Resubmission MUST be accompanied by a cover sheet specifying all changes made in order to redress the problems noted in the original evaluation OR you may opt to highlight all changes in your revised assignment).

No assignment will be re-graded after 1 week.

If an original assignment was turned in late, the revision will be subject to the same penalty as the original. If an original was turned in late, the revision will be subject to the same penalty as the original submission.

*NOTE that the following assignments may NOT be resubmitted for re-evaluation:

Anecdotal & Running Records
Mock Interview/Written Responses
Intervention Lesson Rationale
Assignment Files:

Rubric for Academic Discussions

Self-Assessment Rubric for Academic Discussions

• Directions:

1. FIRST, view the Instructor Tutorial For Academic Discussions (~10:00) I developed to discuss the expectations for and clarify assessment of academic discussions within the course. Please be sure you do not skip this step!
Multiple key ideas/facts/references to the course readings were incorporated and cited in the discussion posts. Reference multiple resources from the module. Make these references obvious (i.e. "According to . . . "). Post fluently represents a synthesis of the module’s readings and show a great understanding of the student’s knowledge on the topic(s).

**Points to Consider:**

**Student Reference Example:**

According to Laura Robb, that is not necessarily the case. She used a great quote from a history teacher in her article that stated, “I love history and want every student to love it and learn as much as possible. But if students can’t read the text, how do we convey the richness and depth of the content we teach?” That statement allowed me to comprehend the idea that literacy means you have the power to apply certain strategies, skills, and abilities to interpret, discuss, and understand multiple texts across multiple contexts.
3. Process Grade will color your rubric selections and convert it into a grade.

<table>
<thead>
<tr>
<th>Rubric Categories</th>
<th>A</th>
<th>B</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sentence Fluency</strong></td>
<td>Reads smoothly, Transitions flow, Varied &amp; purposeful beginnings</td>
<td>Varied &amp; purposeful beginnings, Missing transitions, constructed sentences and/or variation</td>
<td>Repetitive, P's, Some awkward phrasing</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>4 (or all) vocab words used correctly</td>
<td>3 vocab words used correctly</td>
<td>2 vocab words used correctly</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Main Idea, 7 to 5 Supporting Details, Conclusion</td>
<td>Main Idea, 4 to 3 Supporting Details</td>
<td>Main Idea, 2 Supporting Details</td>
</tr>
<tr>
<td>Group</td>
<td>Pick 50 questions, 1.0 pts per question</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Questions will be pulled from the bank: **Reading Foundations Vocabulary Test**
Crop the video to narrow the content

Record an audio track as an overlay for the full video. Great for translating or teaching in your own words.

Add audio notes to personalize your video

Student responses are tracked by name and viewable in the Edpuzzle gradebook

Add a short answer, multiple choice, or note to share thinking

Embed Text dependent questions as stopping points

Various stopping points set in the video
That's why we walk through Ferguson with our hands up

When it go down we woman and man up

They say, "Stay down" and we stand up

QUESTION 3  STANDARD RV-3.1

Who is "they" in this context? What is this line referring to? Can you think of more than one meaning for this line?

Click to answer

SAVE DRAFT  SUBMIT

Shots, we on the ground, the camera panned up

King pointed to the mountain top and we ran up

One day, when the glory comes
Formative Assessments

Kahoot!

Quizizz

nearpod

plickers

Poll Everywhere

Quizlet Live
You won 10 million dollars, how would you spend it?

- one day of fun
- on long term investments
- spoiling friends and family

I'd retire :)
What questions do you have about the moon?
<table>
<thead>
<tr>
<th>Rank your childhood influences</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
</tr>
<tr>
<td>teachers</td>
</tr>
<tr>
<td>friends</td>
</tr>
<tr>
<td>books</td>
</tr>
</tbody>
</table>
What song sums up your entire career?

Start the presentation to activate live content
If you see this message in presentation mode, install the add-in or get help at PollEverywhere.com/app
Failure Learning!