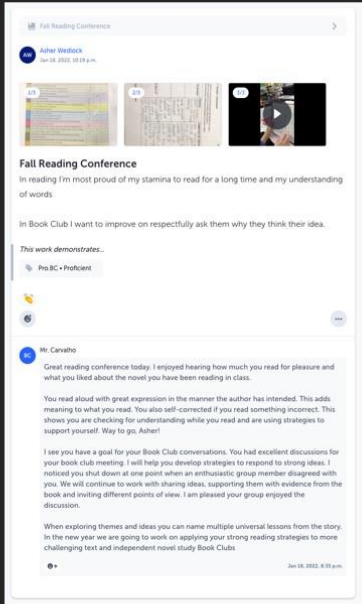


Quality Post Samples

This example captures all of the criteria that were identified by teachers for a quality post that communicates learning.

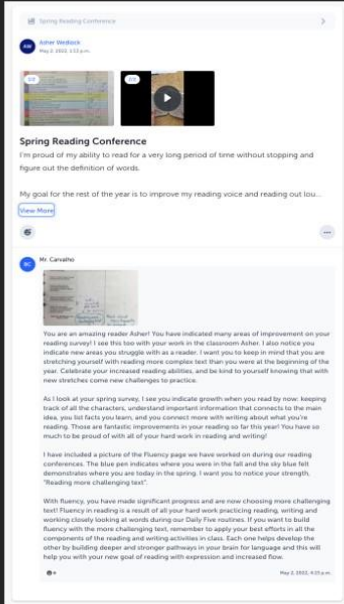
The learning standards of the curriculum are clearly stated in the activity details, success criteria are provided in the rubric, the learner's voice is evident in the explanation, and the teacher feedback includes the learner's strengths and next steps for growth in relation to the learning standards and success criteria. The post has also been designed to capture growth over time and the evidence is triangulated to include products and videos. This particular example has 2 points of progress captured, and more will be added as the learner demonstrates growth throughout the year.

First Sample



- ✓ Learning standard/learning goal/I can statement is clearly visible
- ✓ Evidence is tied to learning standard, and is triangulated
- ✓ Student and teacher voice
- ✓ Feedback about strengths and next steps is tied to success criteria
- ✓ Proficiency is indicated
- ✓ Language is strength-based
- ✓ Documentation helps student and families make meaning of the ways student has shown growth

Second Sample



Snapshot of two or more points

Teacher has indicated they would include a 3rd sample of evidence for end of year reporting

Growth Over Time

These three images are a part of a Science post that the teacher has created and illustrate three different modes of evidence that the learner has demonstrated their learning. The first one being artistic, the second one is a written piece of evidence and the third is a video in which the learners describe their understanding.

In addition to evidence of learning related to Science competencies and content, these pieces of evidence also exemplify the learner's skills in literacy. We can see the learner's growth in writing as well as their comprehension in the way she retells and draws the sequence of the story. This post is a powerful example of how evidence of learning can capture cross-curricular learning standards as well as giving learners multiple opportunities in a variety of modes to share what they know and can do.

Facebook Post:

Everley Renaldo
Dec 15, 2021, 11:45 AM • Posted by Mr. Snider

Animal Adaptations

This term, our class learned about 3 animal adaptations that help animals survive: hibernation, migration and camouflage. Everly's growth in her understanding of these 3 adaptations is evident in these 3 artifacts.

Hibernation art - After listening to a story about a hedgehog getting ready to hibernate, Everly drew a hedgehog and created its home using a variety of tools (paint, cotton balls and popsicle sticks).

Migrations fact writing - Everly wrote some important facts that she remembered about hibernation and she drew 3 animals that migrate.

Peppered moth drawings - After listening to a story about the Peppered Moth, Everly drew 6 events from the story in sequence and described how the moths used camouflage to survive (see video).

Triangulating Evidence of Learning

OBSERVATIONS
CONVERSATIONS
PRODUCTS

Evidence Artifacts:

- Hibernation art: A drawing of a hedgehog in a nest made of cotton balls and popsicle sticks.
- Migrations fact writing: A handwritten note with drawings of animals and the definition of migration: "migration is when animals go to different places."
- Peppered moth drawings: A sequence of six drawings showing the peppered moth's survival strategy.

The learner's Individual Education Plan (IEP) goals are clearly shared in the space description. The teacher has included a video and voice note to support parents/caregivers with how the space is organized and how to make sense of the evidence and information that is being uploaded. The teacher has also included ways that family members can support the learner's IEP goals at home. In this video example, you see the students progress in their goal of "using their walker as their primary form of mobility". This is especially powerful to be able to see the growth over time in this goal as well as to celebrate with families/caregivers the progress being made in learning.

Parleen

This space is best viewed on a desktop.

In this space are two kinds of posts: Parleen's IEP goals and some snapshots of her learning. The IEP goals will include specific strategies that are being implemented towards meeting the goals. In the comments below each goal will be evidence of progress including comments, text, photos and video.

Parleen's Family: please engage with the posts in this space by commenting. Here are some prompts that you might choose to use:

- I know you found this work challenging, but look at how you...
- One way at home that we can try to help you is...
- I can see evidence of growth towards your goal because...
- I am so proud that you are able to...

Parleen Mann

Dec 7, 2021, 9:46 AM (Edited) • Posted by Mr. Snider

IEP Goal: I Will Use my Walker as My Primary Form of Mobility 100% of the Time by June, 2022

Strategies:

- Have easy access to the walker for Parleen.
- Allow Parleen extra time to walk to locations such as library, music, PE.
- Allow Parleen to rest as needed.

Mr. Snider

Term 1 - Parleen joins her peers daily for "run club." Everyone runs or walks laps around the schoolyard right before recess.

Dec 7, 2021, 9:54 AM (Edited)

Mr. Snider

Term 3 - as you can see in the videos above, Parleen has become quite speedy in her walker and is enjoying showing us where she wants to go. The trick is keeping up with her :). She is also practicing using her walker on new surfaces like grass or the wood chips on the playground. There are still times when she grows tired and needs the wheelchair but she has developed her stamina and strength to use the walker most of the time now. Way to go Parleen!

May 2, 2022, 5:57 PM (Edited)

Term 1

Term 3

Individualized Education Plan (IEP) Goals