

challenge

/'CHælənʃ/

noun

a task or situation that tests someone's abilities.

"the ridge is a challenge for experienced climbers"

synonyms: *problem, difficult task, test, trial*

Challenge is something that should be an integral part of your learning. When learning tasks are challenging, they're usually more fun and worth the effort. In school, there should be opportunities for you to succeed, and there should also be times when you don't initially succeed and need to figure out how to learn from your mistakes in order to grow and move forward. How we see things, especially when we are presented with a challenging or difficult situation, impacts the way in which we will determine how to move forward. Our mindset, or attitude about something, is what will drive how we deal with a challenge. Part of becoming an assessment-capable visible learner requires you to embrace challenges, take risks, and learn from your mistakes. Easier said than done, right?

**Think
About It**

Think about a time when you encountered a challenge in your learning. Maybe it was when you were learning something new in math, or completing a lab report in science, or perhaps figuring out how to write your essay in your English class. Whatever the situation was, take a moment to think about how you dealt with that challenge. Did it help you or hurt you in your learning process? Why?

Let's look at a few scenarios. After you read each of the following scenarios, think about how to approach the scenario in a way that would or would not move you forward in your learning.



Assessment-Capable Visible Learners Seek, Are Resilient, and Aspire to Challenges

Date: _____

1

Scenario 1:

You are sitting in math class, and the lesson includes material that you are really struggling with. Not only are you struggling with understanding it, but the teacher also just said that there will be a short quiz on it tomorrow at the end of class. You try to follow along with the steps the teacher is showing the class, but something just isn't making sense for you. You feel your emotions start to build.

How could you look at this challenging situation in a way that *would not* move you forward in your learning?

How could you look at this challenging situation in a way that *would* move you forward in your learning?

2

Scenario 2:

The science teacher is asking the class questions about an experiment you just did. You raise your hand to answer one of the questions and get called on to respond. You share your response with the class and it is incorrect. You feel your emotions start to build.

How could you look at this challenging situation in a way that *would not* move you forward in your learning?

How could you look at this challenging situation in a way that *would* move you forward in your learning?

3

Scenario 3:

You just got back an essay you had to write in English class, and you feel like all you see is the red pen with the teacher's comments. You used the rubric as a guide when you were writing your paper, but from the teacher's comments, there were pieces of your essay that didn't fully meet the criteria the teacher set forth. You didn't expect these comments from the teacher. You actually thought you had done well on the essay. You feel your emotions start to build.

How could you look at this challenging situation in a way that *would not* move you forward in your learning?

How could you look at this challenging situation in a way that *would* move you forward in your learning?



Taking on the Learning Challenge

Date: _____

1

What is today's learning challenge?

1**2**

How might I feel during the learning challenge? Why?

2**3**

What strategies will help me with my learning challenge?

3**4**

Did my strategies help me with my learning challenge? Why or why not?

4