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CORWIN

Please enjoy these complimentary lessons from
Becoming an Assessment-Capable Visible Learner,
Grades 6-12.

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Seeing Errors as Opportunities to Learn

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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. This works if they take the time to stop and evaluate what may have caused that error and what learning is needed to close the gap.

In this lesson, students will use assessment results from an assessment selected by the teacher and evaluate both the easy and difficult questions they got incorrect and why. It is important that the students be 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 to be a difficult question for another student, so it is important for each student to determine the difficulty of questions for themselves.

Teacher Preparation

You will need assessment results for students to engage in the learning in the lesson. Possibilities include pre- or postassessment data, unit exam data, quiz data, scoring guide data, and so on.

There are many possibilities in terms of the data to use, but a key variable is that student performance has opportunity for growth. For example, you don'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 students moving forward so that they can close any gaps identified in the data.

Students may also need guidance on what criteria they should use to know if a question was easy or hard for them. Perhaps a way to simplify it is to say that easy questions didn't require a whole lot of thinking on your part while hard questions required you to stop and think about it for a minute.

Teacher Planning Notes:



TIME:

30 minutes



**ASSOCIATED INFLUENCE
AND EFFECT SIZE:**

Self-efficacy: 0.92

Self-concept: 0.41

**Assessment-capable
visible learners: 1.44**



**RELATED TOOLS
AND RESOURCES:**

**Reflecting on Errors as
Opportunities to Learn
Template**

Seeing Errors as Opportunities to Learn

LESSON

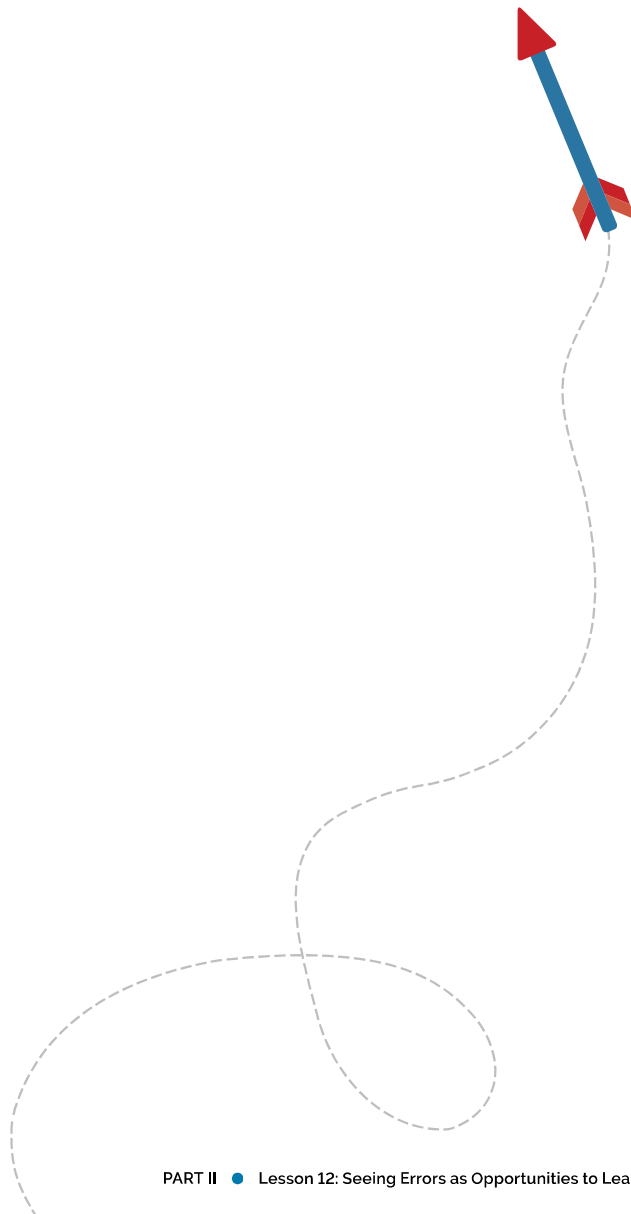
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**Think
About It**



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, cooking, talking, skateboarding. Any experience will work that you can think of when you made an error. How did you feel about it? Why did you feel that way? How did you move forward?

Becoming an assessment-capable visible learner means that you can look at the **errors** you make in your learning as opportunities to grow and build on. Today you are going to look at recent assessment results and use the chart on the next page to self-assess your performance. You will then use your errors to identify areas for growth moving forward.



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Reflecting on Errors as Opportunities to Learn

Date: _____

Directions: Read and review the questions on your assessment. As you go through each one, place the question number in one of the four quadrants below.



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**



Questions that I thought were
HARD that I got **RIGHT**



Questions that I thought were **EASY** that I got **WRONG**

Question #: Why did you get it wrong?

What do you need to learn to get it right next time?

Question #: Why did you get it wrong?

What do you need to learn to get it right next time?

Question #: Why did you get it wrong?

What do you need to learn to get it right next time?

Question #: Why did you get it wrong?

What do you need to learn to get it right next time?

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Questions that I thought were HARD that I got WRONG	
Question #:	What about the question was hard for you?
	What do you need to learn to get it right next time?
Question #:	What about the question was hard for you?
	What do you need to learn to get it right next time?
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	What do you need to learn to get it right next time?
Question #:	What about the question was hard for you?
	What do you need to learn to get it right next time?

Teacher Talk

Have students open up to page 55 in their notebook.

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 evaluate your performance on each question. Take a look at the four quadrants on page 56. You'll see that each quadrant is titled: questions I thought were easy that I got wrong, questions I thought were hard that I got wrong, questions I thought were easy that I got right, and questions I thought were hard that I got right. I want you to look at each assessment question and your result on the question and place each one into one of the four quadrants on page 56 in your notebook. Just include the question number. You'll look deeper into each of them in the next section of the learning task.

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

Now we are going to evaluate the questions you thought were easy and got wrong and the questions you thought were hard and got wrong. There are only four spots for hard questions you got wrong and four spots for easy questions you got wrong, so if you have more than that, identify the four to eight questions you'd like to further explore.

Take a look at the template on pages 57 and 58 that we'll be using to evaluate 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 prompts provided for 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 material that was widely misunderstood as well as to invite students into a whole class 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 charting of assessment results
- Individual self-evaluation
- Group sharing and discussion
- Whole-class discussion

Teacher Planning Notes:
