



# STEELERS SHOWCASE

**Our School Goal:** "Each staff member will develop an individual goal connected to MPSC that will result in a positive impact on learning in Perdue School". Each staff member chose a place to attach their dot, or learning, for the year in areas such as: relationships, assessment, relevance, math, and engagement.

Welcome back to the Steeler's Showcase. In this monthly newsletter we share the stories of our staff and students learning journey. This month we will feature the work of Mr. Corrigan and his Grade 7/8/9 students as well as Mrs. Blum and the Grade 5/6 class.

Mr. Corrigan's goal is: **"To use critical and challenge elements along with student portfolios to assess outcomes in middle years science."**

For both Science 7 and Science 9, I broke the outcomes into different elements. Those elements that were essential for the completion of the outcome were labelled critical. Those elements that expanded on the outcome were called challenge. The students receive a checklist of the elements at the start of the outcome and they can follow their progress through the elements. As we move through the outcome, classwork is collected that links directly with individual elements. Observations regarding each element are made and recorded as well for each student. At the end of the outcome, there is an interview, which gives students an opportunity to discuss the elements and their understanding of the outcome.

The use of product, observation, and conversation to assess student achievement is called triangulation, and it has been shown to improve the determination of a student's true ability. Feedback from students has been positive. They feel the interview portion allows them a greater voice in the evaluation process. Students also appreciate knowing what exactly they need to be able to do to be successful in achieving the current outcome. My plan is to extend this form of assessment into Science 8 and Science 10 next year.

## Example Student Checklist from Science 7

Science 7 Unit 2 – Outcomes and Elements Student Checklist

MS7.1 - Distinguish between pure substances and mixtures (mechanical mixtures and solutions) using the particle model of matter

Critical Element	Achieved
1. Describe the characteristics of pure substances, mechanical mixtures, and solutions.	
2. Classify common substances as pure substances, mechanical mixtures, or solutions.	
3. State the four main ideas of the particle model of matter.	
4. Create models and/or physical representations that depict the nature of particles in pure substances, mechanical mixtures, and solutions according to the particle model of matter.	
5. Create mechanical mixtures and solutions using common materials and compare the physical properties of the original materials and the resultant mixture or solution.	
Challenge Element	Achieved
1. Describe how some products are manufactured from mixtures of natural materials.	
2. Analyze the usefulness of personally constructed representations of particles and the strengths and limitations of models in science generally.	

## Interviewing Student at the End of a Science 9 Outcome



Mrs. Blum's learning goal this year is:

**"To bring joyful, independent growth to the learning environment with FUN & INQUIRY."**

I also began on this journey this year thinking about the how the transition back into the classroom was going to look different this year in the wake of a long absence from school and a previous school year that was cut short. Coming off of maternity leave, I had felt ill-equipped to bring my class through this transition and back into the learning environment. The one thing that I knew I was craving was fun and community. As I began planning my year I wanted to create meaningful opportunities for learning as well as a space where we could laugh, explore, and feel at ease regardless with what was going on outside our community.



We began the year with outdoor walks and exploration - "Through the Woods Thursday" - it was a time of freedom where the students picked the route, the topics of conversation, and the pace.

For the first time, I also set up a *Genius Hour* block - where the students got an opportunity to pick something they wanted to create or learn about. For an hour every week, they were in control of their own learning. Some of the projects included: Sewing, Origami, Making a YouTube Channel or website, or Researching Topics of Interest.



As the snow hit - we were inspired by the Teepee Town created by the Grade 4/5 Classroom and started building up Quinzees.

To round off our unit on Identity - we did a twist on a project they had done last year - The Most Magnificent Me. Here's a look at some of their finished creations!



Most recently, we started an Electricity Unit. After finishing a really content heavy unit on Animal Diversity, they needed something hands on. This entire unit is built around the use of Snap Circuits and so far, they have been loving it!

