# Kompleksa snieguma vērtēšana – no mērķa līdz rīkam

Līga Čakāne

Vērtēt, lai mācītos

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## Mācīšanās mērķis

dziļa izpratne, zināšanu un prasmju lietošana nepazīstamās situācijās

## VIRSPUSĒJA MĀCĪŠANĀS

**DOMĀŠANAS LĪMENIS:**
*Man ir viena svarīga doma (ideja).*

**VĀRDI, KAS RAKSTURO PRASMES:**
*Nosauc, pazīst, citē, ievieto, iegaumē, veic vienkāršu procedūru.*

nav struktūras

viens struktūrelements
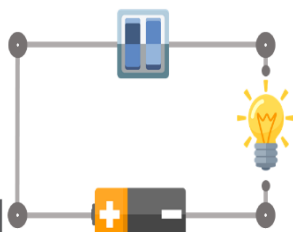
vairāki nesaistīti struktūrelementi

**DOMĀŠANAS LĪMENIS:**
*Man ir vairākas svarīgas domas (idejas) par ...*

**VĀRDI, KAS RAKSTURO PRASMES:**
*Klasificē, sarindo, apvieno, apraksta, uzskaita, ilustrē, ieskicē, atlasa, risina algoritmu....*

## DZIĻA MĀCĪŠANĀS

**DOMĀŠANAS LĪMENIS:**
*Man ir vairākas svarīgas domas (idejas), es varu tās sasaistīt savā starpā. Spēju vispārināt dotajā vai pieredzētajā kontekstā.*

**VĀRDI, KAS RAKSTURO PRASMES:**
*Analizē, pielieto, argumentē, salīdzina/pretstata, Kritizē, skaidro cēloņus, integrē, secina, konstruē.*
*Prognozē, risina problēmu...*

struktūrelementi, saistīti kopējā struktūrā

paplašināta abstrakcija

**DOMĀŠANAS LĪMENIS:**
*Manas domas saistītas ar jaunām idejām; varu paskatīties uz tām jaunā un atšķirīgā veidā Spēju vispārināt jaunās situācijās.*

**VĀRDI, KAS RAKSTURO PRASMES:**
*Rada, vispārina, veido hipotēzi, reflektē, teoretizē, rada formulu, izveido, izgudro ...*

**Mācīšanās mērķis**

dziļa izpratne, zināšanu un prasmju lietošana nepazīstamās situācijās

**Kā skolēns to sasniedz & demonstrē?**

kompleksi uzdevumi

Sasniedzamie rezultāti - aizvien kompleksāki gan standarta, programmas līmenī, gan stundas līmenī
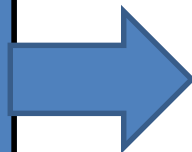
**Mācīšanās mērķis**

dziļa izpratne, zināšanu un prasmju lietošana nepazīstamās situācijās

**Kā skolēns to sasniedz & demonstrē?**

kompleksi uzdevumi

**Kā skolēns zina, cik labs ir sasniegtais rezultāts?**

Jautājumi, uz kuriem mācoties jāsaņem atbildes:

- Kas izdodas, ko esmu iemācījies, cik dziļi, kādās situācijās spēju rīkoties?
- Kas pagaidām vēl neizdodas pietiekami labi?
- Kā tikt tālāk?

Formulēsim snieguma uzlabošanai noderīga vērtēšanas rīka nosacījumus

Izveidosim kritēriju un snieguma līmeņu aprakstu konkrētai prasmei

Apspriedīsim šāda vērtēšanas rīka izmantošanas iespējas

# Mācīsimies jaunu prasmi!

- https://www.youtube.com/watch?v=ym6vB-9XQcQ

- 

- https://www.youtube.com/watch?v=BrFrQrzW-8U

# Kā sākt lietot snieguma līmeņu aprakstus?

- Izlasi! (Kā var sākt lasīt?)
- Atzīmē ar zaļu krāsu **formulējumus, kas saprotami, dzīvē varēs ieraudzīt un saprast, ka tas ir tas.**
- Iemarķē ar zilu krāsu **formulējumus, kur nepieciešams skaidrojums, kas mulsina, …**
- Dalies grupā ar 1 zilo un 1 zaļo piemēru.
- Atrodiet skaidrojumu vai dodiet kopīgai apspriešanai neskaidros formulējumus.
- Kāds ir nākamais solis apraksta lietošanai?

Kādam jābūt labam kritēriju un snieguma līmeņu aprakstam?

Grupā formulējiet 3-4 nosacījumus!

Parāda, kā zināšanas un prasmes pakāpeniski attīstās mācīšanās laikā

Prasmes, izpratne, zināšanas tādā secībā, kā tās tipiski pieaug

Tiek aprakstīts ne tikai ideālais sasniedzamais rezultāts, bet ceļš uz to

Skaidri saredzama izaugsmes iespēja

Kāpēc būtu labi prast veidot kritēriju un snieguma līmeņu aprakstu?

| Iesācējs | ... | Tuvojos meistarībai | ... | Lietpratējs |
|---|---|---|---|---|
| Saskatu (nosaucu, aprakstu) objektu, parādību, procesu, notikumu, … īpašības. Atlasu objektus ar noteiktu īpašību /pazīmi. | Salīdzinu - saskatu (nosaucu, aprakstu) kopīgo, vienādo, līdzīgo, atšķirīgo, īpašo. | Grupēju pēc dotām pazīmēm (apvienoju objektus, idejas, … ar vienādām īpašībām; līdzīgus). | Grupēju, pats izvēlos (formulēju) pazīmi, no īpašību kopuma izdalot būtiskāko. | Klasificēju - veidoju saistību, sakarības, pakārtojumu, attiecības starp grupām. |

Situācijas sarežģītība (objektu skaits, pazīmju skaits; reāli, abstrakti, …)

# Use of the Collaboration Rubric

| Dimension | Limited Evidence | Emerging | Developing | Accelerating | Proficient |
|---|---|---|---|---|---|
| **Working interdependently as a team** | Learners either work individually on learning tasks or collaborate informally in pairs or groups but do not really work together as a team. Learners may discuss some issues or content together, but skip over important substantive decisions (such as how the process will be managed), which has significant adverse impacts on how well the collaboration works. | Learners work together in pairs or groups and are responsible for completing a task in order for the group to achieve its work. At this level, tasks may not be well matched to each individual's strengths and expertise, and group members' contributions may not be equitable. Learners are starting to make some decisions together, but may still be leaving the most important substantive decisions to one or two members. | Learners decide together how to match tasks to the individual strengths and expertise of team members, and then work effectively together in pairs or groups. Learners involve all members in making joint decisions about an important issue, problem, or process, and developing a team solution. | Learners can articulate how they work together in a way that is interdependent and uses each person's strengths in the best possible way to make sound substantive decisions and develop ideas and solutions. Interdependent teamwork is clearly evident in that learners' contributions are woven together to communicate an overarching idea and/or create a product. | Learners demonstrate a highly effective and synergistic approach to working interdependently in a way that not only leverages each member's strengths but provides opportunities for each to build on those strengths and learn new skills. This includes ensuring that substantive decisions are discussed at a deep level that ensures each team member's strengths and perspectives are infused to come to the best possible decision that benefits all. |
| **Interpersonal and team-related skills** | Although learners may help each other on tasks that contribute to a joint work product or outcome, interpersonal and team-related skills are not yet evident. Learners do not yet demonstrate a genuine sense of empathy or a shared purpose for working together. | Learners report and demonstrate a sense of collective ownership of the work and show some interpersonal and team-related skills. The focus is on achieving a common or joint outcome, product, design, response or decision, but at this level the key decisions may be taken or dominated by one or two members. | Learners demonstrate not only good interpersonal skills and collective ownership of the work; an active sense of shared responsibility is also evident. From beginning to end, the team listens effectively, negotiates and agrees on the goals, content, process, design, and conclusions of their work. | Learners can clearly articulate how joint responsibility for the work and its product or outcome pervades the entire task. Strong skills in listening, facilitation, and effective teamwork ensure that all voices are heard and reflected in the ways of working or work product. | Learners take an active responsibility, both individually and collectively, for ensuring that the collaborative process works as effectively as possible, that each person's ideas and expertise are used to maximum advantage, and that each work product or outcome is of the highest possible quality or value. |
| **Social, emotional, and intercultural skills** | Learners have a basic sense of awareness about themselves and how their behavior affects others. They tend to see things only from their own perspective. In some cases, this may inhibit their ability to form positive relationships. | Learners have a growing awareness of who they are, where they fit in the world, and how their behavior affects other people. This self-awareness is starting to provide a base for better understanding of how other people's emotions and viewpoints differ from their own. | Learners have good awareness of who they are and where their own perspective comes from. Self-awareness and listening skills allow them to better understand and empathize with the emotions and viewpoints of others, moving beyond 'tolerance' or 'acceptance' to genuinely valuing perspectives quite different from their own. | Learners have a strong sense of self, understand where their own perspective comes from and how it differs from others'. They listen carefully, empathize with the emotions and viewpoints of others, and use these to enrich their own learning. As a team member, they work effectively in ways that support, encourage, challenge, and grow not just themselves, but others as well. | Learners have highly developed social and emotional skills grounded in a clear sense of their individual and cultural identity. They communicate well across cultures and disciplines, work effectively in teams, and form positive relationships. The skills they have developed in perspective-taking and empathy, understanding someone else's perspective – and changing their behavior as a result – clearly enhance team functioning. |
| **Leveraging Digital** | Although learners use some digital elements for the task, these were very 'surface level' and did not substantially contribute to the quality or output of the collaboration. | Learners used digital opportunities to facilitate shared ways of working, in ways that could not have been done otherwise, although they are unlikely to have significantly deepened the collaborative process. | Learners used digital aspects effectively to encourage interdependent work, speed up feedback, accelerate innovation cycles, and deepen the nature of the collaboration among members. | Learners can clearly articulate how infusing a digital element has facilitated interdependence, deepened the nature of the collaboration, built a better sense of shared responsibility, and improved the team's ability to make substantive decisions together. | Learners used digital elements ubiquitously throughout the task in powerful ways to deepen the quality of collaboration and encourage innovation. Learners can articulate in detail about how each digital element has accelerated and enhanced the team's learning and can apply that understanding to new and different contexts. |
| **Managing team dynamics and challenges** | Learners mishandle team challenges in one of two ways: (a) They get deeply invested in their own viewpoint, lack the empathy to hear or learn from others, and have difficulty suspending judgment to genuinely listen to others' views; or (b) They avoid conflict by deferring to others' views instead of sharing their own or will change their views quickly in the face of inappropriate peer pressure. | At this level, learners still need guidance to forge and maintain positive working relationships and to resist inappropriate peer pressure. They are starting to take a more considered approach to dealing with disagreements, asking each member to share their perspective and discussing any differences. They are only just beginning to dig beneath those differences to identify what underpins them, which makes it difficult to resolve issues effectively and without unnecessary conflict. | Learners generally work quite effectively in a team, although they are likely to need help with conflict resolution, inappropriate peer pressure, and other challenging issues from time to time. They are developing the ability to identify what underpins their own and others' points of view. They are getting better at clearly and respectfully expressing their own viewpoints, listening to and learning from others. They still need to better "pick their battles" in order to ensure in-depth discussion on relatively minor issues doesn't | Learners are more skilled at identifying what underpins their own and others' points of view. They "pick their battles" in deciding what to debate. They are building both courage and clarity to express their own viewpoints, listen to and learn from others. They are becoming skilled at exploring different opinions in ways that contribute to the learning of others without holding up team progress. | Learners have a deep understanding of what underpins their own and others' points of view, the courage and clarity to effectively express their own viewpoints, and the empathy to hear and learn from others. They respectfully explore different opinions in ways that enrich both their own and others' learning and thinking and allow the team to move forward in the direction that the team identifies. |

New Pedagogies for
**Deep Learning**
A GLOBAL PARTNERSHIP

**Sandy Bay Infant School K-2**
**Collaboration** Deep Learning Progression

*Summary:* *Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.*

| Dimensions | Limited Evidence | Emerging | Developing | Accelerating | Proficient |
|---|---|---|---|---|---|
| **Working interdependently as a team**<br><br>**Interpersonal and team-related skills**<br><br>**Social, emotional, and intercultural skills** | Learners:<br>◯ Work alongside or with other students.<br>◯ May help others.<br>◯ Have a basic awareness of how their behaviour affects others.<br>◯ Developing skills to work together for a shared purpose.<br>◯ See things from their own perspective.<br>◯ Can listen and learn from others. | Learners:<br>◯ Work in pairs or a group and take responsibility for completing a task so that the group achieves its work.<br>◯ Listen to others' ideas.<br>◯ Take turns and offer contributions<br>◯ Make some decisions within the group. | Learners:<br>◯ Work in pairs or a group and decide together how to match individual strengths with tasks so that the group achieves its work.<br>◯ Involve all group members in making the most important decisions.<br>◯ Listen effectively. | Learners:<br>◯ Are able to explain what is required by each group member to produce a collaborative outcome.<br>◯ Ensure that everyone's voice is heard and that all group members contribute to the final work product. | Learners:<br>◯ Work with others so as to maximise their strengths.<br>◯ Understand the process of substantive decision-making.<br>◯ Demonstrate empathy to hear and learn from others.<br>◯ Communicate well across cultures, explore perspectives |

New Pedagogies for
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# OCSB Adapted NPDL Deep Learning Progressions
## To Support Student Self-Assessment, Feedback, Reflection and Goal Setting

### Adapted Citizenship Deep Learning Progression for The Grade 2 Beauty Project ~ St Gabriel, OCSB

| DIMENSION SKILL | Beginning | Emerging | Developing | Accelerating | Proficient |
|---|---|---|---|---|---|
| A global perspective | I know about me, my family, and my friends. I am mostly interested in things that I care about. | I am starting to learn about my school, neighbourhood, and local community. I am beginning to show interest in the things that other people care about. | I am interested in the problems people in my local community experience. | I am thinking about how to help people in my community. I am beginning to make a plan to help. | I am doing something to help people in my community and other places in the world. |
| Understanding of diverse values and worldviews | I am mostly interested in my own ideas. I don't usually think about other people's ideas yet. | I am starting to listen to and think about other people's ideas. | I understand that other people are different than me and might have different ideas than mine. | I understand that other people are different then me and I am curious to learn more about them and their lives. | I know that even though people in the world can be different than me, they can have problems too. |
| Genuine interest in human and environmental sustainability | I should think more about taking care of our earth and being kind to others. | If I get some help, I can think of ideas to help take care of our earth and to be kind to others. | I am starting to think about ways to care for the earth and to care for others. | I know it is important to take care of our earth and to take care of each other. I think about ways to be kind to the earth and to other people. | I know that taking care of our earth is important. I make sure my actions add beauty to our world and help restore other |
| Using Technology (Leveraging Digital) | I know that I can use computers and tablets or other devices to learn more about the world. | I use technology to learn more about the world and help me understand more about the differences and similarities in people. | I use technology to help me understand more about people from around the world and to think about fairness. | I use technology to gather information and think about ideas to make the world a more fair and beautiful place. | I use technology to help me to learn, connect, communicate and collaborate with other people about ways to help make the world a more fair and beautiful place. |

# Kā vienas klases skolotāji strādā, lai uzlabotu skolēnu prasmes

**Pamatskola T**      **Tekstā dotas informācijas apstrāde**      **7.klase**      **2016. XI, XII**

**Sagaidāmais skolēnu rezultāts pa līmeņiem:**

| | **1** | **2** | **3** | **4** |
|---|---|---|---|---|
| **Bioloģija (sk. MA)** | Atrod tekstā atbildes uz konkrētiem jautājumiem. | Izmantojot tekstā doto informāciju, veido diagrammas, kas atspoguļo dažādu augu sēklu dīgtspēju. | Izmantojot …, veido plānu, lai noskaidrotu augu sakņu augšanas ātrumu dažādos laika apstākļos. | Formulē faktorus, kas veicina vai kavē augu attīstību un vairošanos, balstoties uz … |
| **Literatūra (sk. MĢ)** | Atrod izlasīto romānu fragmentos atbildi uz konkrētiem jautājumiem (S.Vensko "Vāvere," M.Ende "Momo," M.Hofmane "Stravaganza. Masku pilsēta") | Vizualizē tekstā doto informāciju: varoņu galvenās īpašības sakārto tabulā, veido Eilera-Venna diagrammas ar kopīgo un atšķirīgo varoņu raksturojumā. | Komentē atziņas, skaidro frazeoloģismus, svešvārdus, pamato viedokli, diskutē par tekstā ietvertajām atziņām. | Prognozē situācijas tālāko attīstību un pamato viedokli ar citātiem no teksta, raksta romānu turpinājumu. |
| **Matemātika (sk. VJ)** | Uzdevuma tekstā atrod un dotos un aprēķināmos lielumus. | Teksta uzdevumam atbilstoša zīmējuma, skices, tabulas, grafa veidošana. | Dotās informācijas izvērtēšana - trūkstošo un lieko datu konstatēšana. | Situācijai atbilstoša matemātiskā modeļa – izteiksmes, vienādojuma veidošana. |

Kā izveidot kritēriju un snieguma līmeņu aprakstu?

«Tekstā dotas informācijas izmantošana»

# Tekstā dotas informācijas izmantošana - kas veido kompleksumu?

**Teksts**

- Drukāts, elektronisks (lasītājs var/nevar mainīt teksta saturu, veidot, kombinēt to)

- Nepārtraukts (teikumi, rindkopas), pārtraukts (anketas, grafiki, kartes,…) pārtraukta un nepārtraukta teksta kombinācija; viens/vairāki avoti (saistīti, nesaistīti)

- Apraksts, stāstījums, skaidrojums, instrukcija, …

- Konteksts personisks, sabiedrisks, izglītības, zinātnisks, darba vajadzībām, …

- Pazīstams, vienkāršs, pierasts, svešs

# Tekstā dotas informācijas izmantošana - kas veido kompleksumu?

**Kas jādara**

- Iegūt tekstā ietverto informāciju (tieši un nepārprotami norādīta tekstā; var būt nepieciešamība atrast to teksta daļu, kurā meklējam informācija, izmantojot "navigācijas" rīkus – virsraksti , tabulu attēlu nosaukumi u.tml.; …

- Integrēt, interpretēt izlasīto (saistības, sakarības starp teksta daļām noteikšana – var būt gan viegli ieraugāma, var atrasties dažādās teksta daļās vai dažādos tekstos)

- Reflektēt un izvērtēt – iegūto informāciju saistīt ar savu iepriekšējo pieredzi, t.sk. spriest par tekstā dotās informācijas kvalitāti, piemērotību

# Tekstā dotas informācijas izmantošana - kas veido kompleksumu?

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- Drukāts, elektronisks (lasītājs var/nevar mainīt teksta saturu, veidot, kombinēt to)
- Nepārtraukts (teikumi, rindkopas), pārtraukts teksts (anketas, grafiki, kartes,…) pārtraukta un nepārtraukta teksta kombinācija; viens/vairāki avoti (saistīti, nesaistīti)
- Apraksts, stāstījums, skaidrojums, instrukcija, …
- Konteksts: personisks, sabiedrisks, izglītības, zinātnisks, darba vajadzībām, …
- Pazīstams, vienkāršs, pierasts, svešs

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- Reflektēt un izvērtēt – iegūto informāciju saistīt ar savu iepriekšējo pieredzi, t.sk. spriest par tekstā dotās informācijas kvalitāti, piemērotību.

Grupā izveidojiet kritēriju un snieguma līmeņu aprakstu prasmei «izmanto tekstā dotu informāciju»!

Testējiet savu snieguma līmeņu aprakstu, izmantojot uzdevumu piemērus!

Grupā formulējiet 3-4 iespējas, kā var izmantot kritēriju un snieguma līmeņu aprakstus!

Latvijas Universitātes
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