

Figure 5.7: Shift and Share—Eight-Step Process for Student Products

Take a moment to locate yourself on the following teacher-readiness scale. Then reflect on your learning from the preceding case study and decide how you might apply it to your own classroom context. Holly focused on the improvement of a product—a tangible piece of student work—the infomercial. As you choose an application task from the following options, be sure to focus on helping students improve the quality of a product. Of course, a product can take many forms: it can be a written text, a media text, a model, a piece of art, music, a drama, and so on.

	Curiosity <i>"I'm curious to learn about . . ."</i>	Commitment <i>"I'm taking steps and beginning to . . ."</i>	Capacity <i>"I'm building on my knowledge and skills for . . ."</i>	Confirmation <i>"I'm proficient at, and helping others to . . ."</i>
How do I use balanced assessment to improve learning?	How to use evidence from observations and conversations with students to help them improve their learning	Use evidence from observations and conversations with students to help them improve their learning	Using evidence from observations and conversations with students to help them improve their learning	Use evidence from observations and conversations with students to help them improve their learning

Commitment-Level Application

Review the eight steps Holly used to help students improve the quality of a significant product, in this case, a performance. Examine your current practice relative to the eight steps, and use the following checklist to assess what you are or are not doing in your own practice.

Steps in the Process	Doing	Not Doing
Teacher identifies an authentic task.		
Teacher and students view exemplars of the task.		
Teacher and students cocreate success criteria for the task.		
Teacher and students cocreate a checkbric based on the success criteria.		
Students perform or create a product that meets task success criteria (formative).		
Peers (or peer groups) and teacher use the checkbric to assess the task.		
Groups review and reflect on feedback, revising their performance or product.		
Students present a final performance or submit a final product (summative).		

Capacity-Level Application

What might this eight-step process look like in your classroom? Identify an authentic product you require students to produce as evidence of their learning. Remember, a product can take many forms: it can be a written or digital text, a piece of art, a music or dramatic performance, a model, and so on. Work through how each of the steps might look in your own classroom.

Confirmation-Level Application

Set up a professional learning session with your colleagues to review and critique the sequence of video clips from Case Study: Holly Moniz (page 106). How might you use this material in your school to help more teachers embrace collecting recorded evidence of learning to improve the quality of student products?