

*Part of Opportunity Education's Webinar Series:
The Quest to Transform the High School Experience*

Moving Beyond Grades

Feedback that Transforms Students, Teachers, and Schools

Welcome!
We will begin shortly.
If you can see the
slide and hear the
music, you are all set.



Kelsey Cain

**Director of Professional Learning
Opportunity Education**

- B.A. in Psychology and Africana Studies; Teaching Licensure for K-6 all subjects, 6-12 Language Arts, Mathematics, and Social Studies
- Focused on helping educators create engaging, skills-focused, and active learning communities
- Interested in elevating student voice and agency in the learning process, with an emphasis on both process and product
- I love my rescue pups and watching sports. Excellent Trivia scribe.



Jordan Bulger

English Mentor, Quest Forward Academy, Santa Rosa

- B.A. in Classics; M.A. in Comparative Literature; M.A. in Teaching
- 14 years as a classroom teacher, Kindergarten through College
- Focus on differentiated instruction and S.E.L.
- Golf, golf, and more golf.



Ed Vogel

English Mentor; Quest Forward Academy, Omaha

- B.S. in Secondary Education; M.A. in English; M.F.A. Writing
- 10 years in high school classrooms. 7 years in public education, 3 at Quest Forward Academy
- Instructional Coach, Professional Development Coordinator
- Writer, Editor, Reader, Outdoorsman



Jolene Zywica, PhD

Senior Director of Learning Strategy
Opportunity Education

- Leads research, design, and evaluation efforts. Provides support to school leadership and staff
- Involved in Quest Forward Learning since its inception
- Prior experiences: PhD in Learning Sciences and Policy, Post-doctoral researcher at Carnegie Mellon University, Literacy Coach in Chicago Public Schools, Teacher in Pittsburgh H.S., Afterschool and summer program designer and facilitator, researcher
- Swimming, camping, cooking, gardening, tball coach

Thank you for joining us.

Please introduce yourselves in the chat box.

Your Name, Your Location and School/Organization, Your Role

The webinar will be recorded and available. All webinar registrants will receive a follow-up email that will include the webinar slide deck, recording, and other resources mentioned during the presentation.



Opportunity Education

www.opportunityeducation.org



In the next hour, you will...

1. See a live demo of test-free methods to assess and empower students.
2. Learn how Quest Forward students, teachers, and schools work together to receive and give feedback that tell a more holistic and differentiated picture of each student.
3. Learn about alternatives to tests and grades: Artifact Assessment, Skills Checks, and Engagement Tracking



Three Problems Educators Face



1. **PASSIVE
STUDENTS**
2. **CONTENT THAT LACKS
RELEVANCE**
3. **PERVASIVE TESTING
WITHOUT PURPOSE**



Need: A Better Learning Model for High School

Students

From passive consumption and one-size-fits-all learning



To differentiated, student-directed, best-fit learning and growth supported by engaged teachers

Curriculum

From content-focused memorization and testing



To project-driven, student-directed academic and skills development

Assessments

From pervasive quizzes and summative grades



Authentic evaluation of both work product and work process

Quest Forward Learning™

An Integrated Solution





**SKILLS-FORWARD
CURRICULUM**

**FEEDBACK-FOCUSED
ASSESSMENTS**

**INTEGRATED LEARNING
MANAGEMENT PLATFORM**

All supported by extensive
teacher professional learning
and coaching, and change
management support.

Quests

Projects and activities
designed for
student-directed, active
learning and
skill development





FEEDBACK-FOCUSED ASSESSMENTS

From pervasive quizzes
and summative grades



To authentic evaluation of
work product and work
process





Track Student Growth Without Tests

Transform Grades into Growth-Oriented Feedback



Grades do not have to be part of the day-to-day at schools (they're not at our schools).

While the end of grades won't come soon — institutions have expectations about how performance is communicated — approaches we'll cover today can show how we might get there.

What should assessment accomplish?



Where am I going?

Where am I now?

What do I do next?

Paint a holistic view of each student and their progress in many dimensions.





Formative assessment increases student performance.

1. Feedback focused on improving skills and understanding
2. A conversation between mentors and students, and peers
3. Assessment FOR learning



In Their Own Words

I am not working for A's, I am motivated by my own desire to learn and improve. This has contributed to me learning to love learning... I am less focused on the experience or activity, and more concerned with what I am learning from the work.

-Erich

QUEST FORWARD ACADEMY OMAHA





Authentic Evaluation of Work Product and Process

1. **Artifact Assessment:** Teachers evaluate student work products (“artifacts”) and processes for learning, timeliness, effort, and appropriate use of resources
2. **Skills Check:** Teachers evaluate student work and processes for how well they reflect mastery of skills. Students self-assess.
3. **Engagement Tracker:** Teachers track student engagement in each day’s activities.



3 Methods for Authentic Evaluation of Product & Process

Artifact Assessment

- Scale for learning, timeliness, effort, and support from others
- Feedback to student is typically delivered in class, but can be recorded here as well

Activity 5 Artifact Assessment



Learning



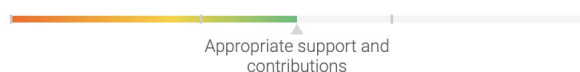
On Time



Appropriate Effort



Support from Others



Feedback for Student

Samantha, excellent job with collaboration on this.











14 Oct 2020, 11:21 am
by Laura Gonzalez

Outside Influences on Government | Section 1

			📊 Learning	🕒 On Time	↔ Effort	👥 Support	
6 Nov, 2020	 Party Time	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	

Civic Foundations | Section 1

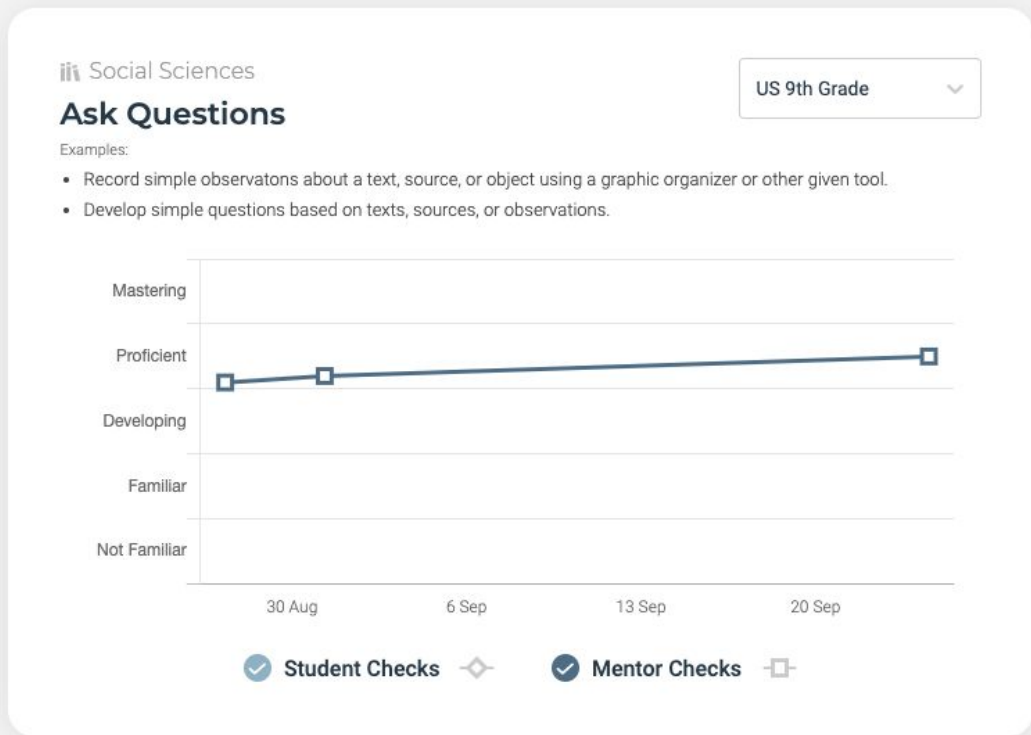
			📊 Learning	🕒 On Time	↔ Effort	👥 Support	
18 Oct, 2020	 The US Out in the World (Part 1)	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	
15 Oct, 2020	 Amend That!	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	
15 Oct, 2020	 The US Out in the World (Part 2)	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	
14 Oct, 2020	 Do Your Duty!	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	
8 Oct, 2020	 Are You a Good Citizen?	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	
24 Sep, 2020	 Who Has the Most Power over You?	M	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	<div><div></div></div>	

3 Methods for Authentic Evaluation of Product & Process

Skills Check

- Both teachers and students can record skills checks
- Can be recorded at any time or frequency
- Skills are specific to a grade level and geography

Skills History



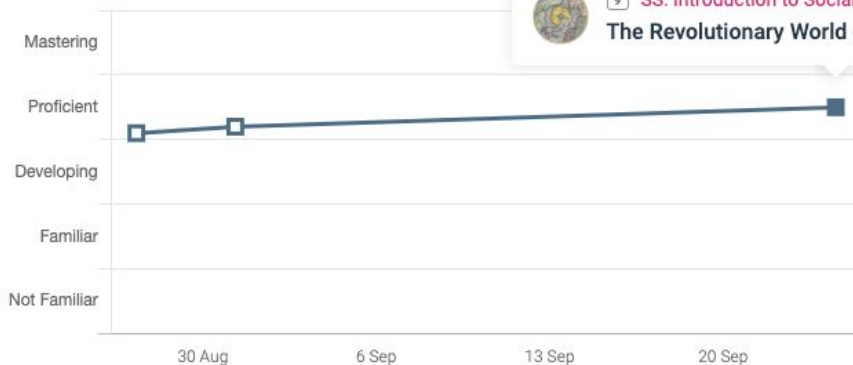
Skills History

ii Social Sciences

Ask Questions

Examples:

- Record simple observations about a text, source, or object using a
- Develop simple questions based on texts, sources, or observations



Student Checks



Mentor Checks



Proficient

Demonstrates the skill in the intended manner, with evidence that the skill has been acquired.



Laura Gonzalez 24 September 2020, 1:11 pm



9 SS: Introduction to Social Sciences Level 2













The Revolutionary World of World History



Engagement

- Collected in-class, typically at the end
- Teachers can add quick observations if needed
- Observations are viewed as high-frequency, low-accuracy metadata

The screenshot shows a web interface titled "My Students". At the top right, there are two tabs: "JOURNEY STATUS" and "ENGAGEMENT", with the latter being selected and highlighted in yellow. Below the tabs is a dropdown menu showing "9 SS: I. Introduction to Social Sciences | Section 4". A note states "Journey started 13 August 2020 and ends 30 December 2020." Below this is a table with two columns: "NAME" (with a downward arrow) and "ENGAGEMENT". The table lists four students, each with a colored square icon containing initials, their name, a small "LG" icon, a horizontal progress bar with a blue dot, and a text box on the right that says "Optional. Only mentors will s...".

NAME ↓	ENGAGEMENT
 Carolyn George	  Optional. Only mentors will s...
 Clinton Larson	  Optional. Only mentors will s...
 Heath Hudson	  Optional. Only mentors will s...
 Jasmine Erickson	  Optional. Only mentors will s...

Carolyn George

COURSES

ENGAGEMENT














ASSESSMENTS

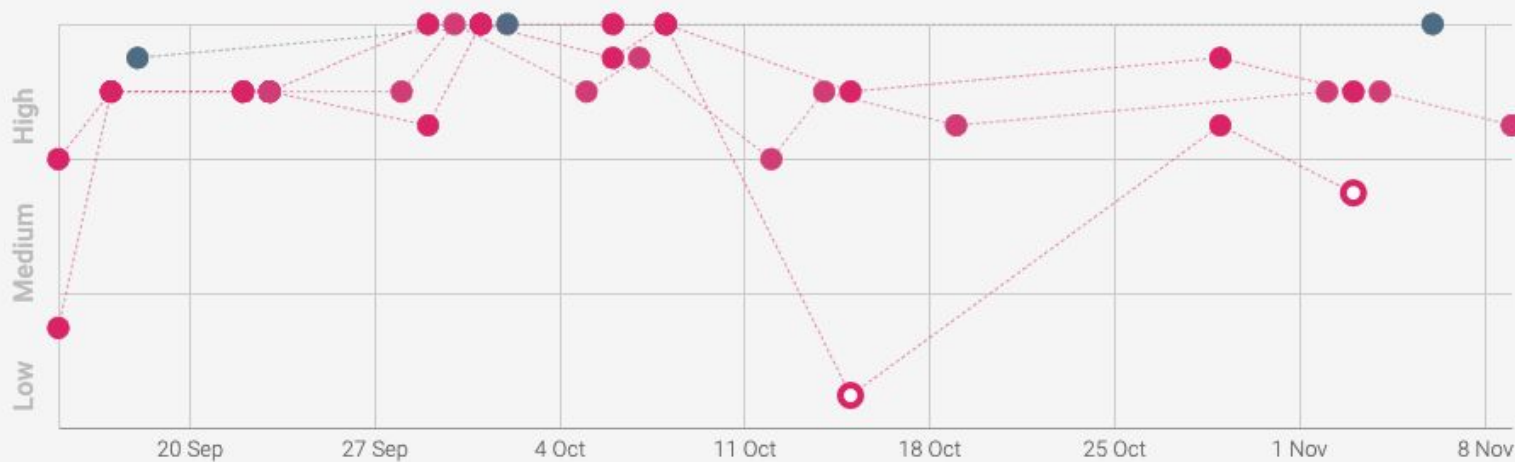
REPORTS

SCHEDULE

Engagement

15 Sep 2020 – 9 Nov 2020 | Custom 

-   SS
-   En
-   PC
-   AG
-   En
-   Pa
-   PE
-   Sp2
-   YBO

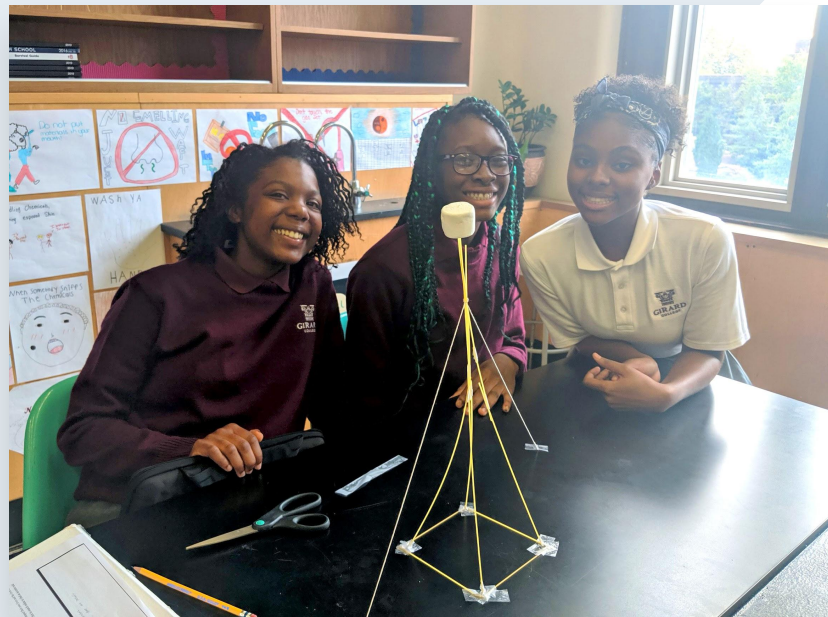


DEEP DIVE

From Design to Practice

Assessment that is:

- Effective
- Efficient
- Collaborative
- Growth-Oriented
- Actionable



Curriculum that builds...



← 12 CEn: Class and Ambition in Society | Section 1

AP Prep Phase 3

4

3

Writing with Style:
Quoting

2


Choice Selections in
Class and Ambition
in Society

1

The Importance of
Being Earnest


Curriculum that builds...



LEVEL 1 




The Importance of Being Earnest

3 QUESTS
TOTAL

 Set Level Target Date

Core Quests **3**

Complete all core quests.



Review
content and
skills. Connect
to mastery
projects.



Quest Goal

Write an analytical essay in response to a prompt.

Overview

Throughout your reading of *The Importance of Being Earnest*, you explored issues of class and social ambition. It's time to make an argument about this topic in a timed environment, using evidence from the text.

Remember, you already completed a timed writing in both *King Lear (Part 3)* and *A Room of One's Own (Part 3)*. Now is your chance to practice again, but with a new focus.

Artifacts



A handwritten essay conducted in a timed environment

Skills

English

Compose

Examples:

- Engage in sustained brainstorming activity; collaborate, share, and refine ideas with little to no guidance.
- Write with a distinct style while consistently following and meeting conventions and expectations.
- Without any support, connect ideas and organize long-form research.

Reflect

Examples:

- Consider how and why an individual's thoughts, ideas, and personal values can change over time.
- Evaluate the successes and failures of a group working together on a project, including your role in it.

Take a Position

Example:

- Make a claim and use evidence effectively; address counterarguments without support.





Option 4: One of the central questions of a Marxist critical lens is whether a text glorifies or criticizes the oppression of a dominant economic class over the lower classes. Apply a Marxist reading to *The Importance of Being Earnest* by choosing one critical passage or scene from the play to analyze. Write a well-developed essay in which you consider whether Wilde's use of symbolism, irony, and characterization within the scene or passage affirms or resists the class structures and power dynamics of Victorian society.

Prompt Four



Oscar Wilde writes in the beginning of Act Three about Cecily's engagement to Algernon and the many objections that Lady Bracknell has until Lady Bracknell hears that Cecily has a substantial dowry. She completely morally objects to their union, until money is involved, one of the most important things to social class in the Victorian era. Additionally, Algernon is penniless, yet due to his social class is permitted to avoid interrogation while Cecily who is quite wealthy is subject to extensive interrogation because she is of a lower social class. This clearly illustrates Oscar Wilde resisting the class structures and power dynamics of Victorian society.

When Lady Bracknell finds out that Cecily wishes to marry Algernon she asks repeated questions about her family and heritage, not of her virtue. Illustrating that she only cares about the power that uniting Cecily and Algernon could bring to their family. When Lady Bracknell discovers she is not anyone of importance she develops an infinite list of issues with Cecily, from her vaccination record being "too exciting," to the way she dresses (Wilde, 49). Just as Lady Bracknell has condemned their marriage and is getting up to leave it is mentioned that Cecily has a dowry. Lady Bracknell immediately seats herself and proceeds bashfully to state "Miss Cardew seems to me a most attractive young lady, now that I look at her" when moments before she had mentioned, that referring to Cecily, "your dress is sadly simple, and your hair seems almost as Nature might have left it" (Wilde, 49). This illustrates that Lady Bracknell does not



Edward Vogel
6:22 PM Today



Great! This answers the prompt question, but if you choose to use this essay as the basis of the final, you will need to bridge this to a contemporary reader.

This will need to be a more substantial thesis. Come talk to me!
[Show less](#)

Reply or add others with @



Edward Vogel
9:23 AM Mar 16



Be more precise: A long list would work here



	Highly Effective	Effective	Somewhat Effective	Not Effective	Not Acceptable
Thesis/Claim	One thesis that strongly and clearly states the topic and stance and directly answers the prompt.	One thesis that states the topic and the stance and somewhat answers the prompt.	Thesis is vague or unclear. Attempts to answer prompt.	Thesis cannot be understood, is completely off topic, or is missing. Does not address prompt.	
Evidence and Reasoning/ Analysis	Evidence is well chosen and strongly supports thesis. Reasoning connects evidence to claim in a clear, logical, and highly effective way.	Evidence is well chosen and supports the thesis. Reasoning clearly and logically connects evidence to claim, but could be more thorough.	Evidence is weak. Reasoning is unclear or incomplete, but some support exists.	Evidence is unconvincing or off-topic. Reasoning is insufficient or illogical.	Evidence is missing or does not support or contradicts claim. Reasoning is missing or false.
Organization	Well-organized, thoughtful, and planned response. Uses transitions appropriately and correctly. Introduces the topic in an interesting way and has a solid conclusion.	Response is mostly organized. Uses some transitions. Ideas are mostly clear. Includes an introduction and conclusion.	Response has problems in order of ideas. Attempts to use transitions. Ideas are somewhat clear.	Response shows no organization. Does not use or incorrectly uses transitions. Ideas are not clear.	
Writing Conventions	Almost no errors. Sentences are well constructed and show variety. Sentences flow together, clearly connecting ideas. Demonstrates a strong knowledge of formal academic writing and MLA rules	Some errors, but does not impact understanding. Sentences flow together, clearly connecting ideas. There are no extra sentences. Demonstrates attention to formal academic writing and MLA rules	Sentences are repetitive in structure. Some sentences are awkward, but most are clear. Sentences do not always connect. Demonstrates some attention to formal academic writing and MLA rules	Frequent errors impact understanding. Sentences are choppy and unclear. Sentences are awkward. Demonstrates some attention to formal academic writing and MLA rules	Numerous errors significantly impact understanding. Demonstrates no attention to formal academic writing or MLA rules



Overview

Remember your timed writing for *The Stranger*? It's time to make it bigger, better, and bolder.

In this quest, you will develop your timed writing about Camus's work into an outline for a 1,200- to 1,500-word essay. Then you will choose between your outlines for *The Importance of Being Earnest* and *The Stranger* and write a full-length essay that truly deepens the discourse.

Artifacts



A 1,200- to 1,500-word essay developed from a timed writing

Skills

English

Compose

Examples:

- Engage in sustained brainstorming activity; collaborate, share, and refine ideas with little to no guidance.
- Write with a distinct style while consistently following and meeting conventions and expectations.
- Without any support, connect ideas and organize long-form research.

Reflect

Examples:

- Consider how and why an individual's thoughts, ideas, and personal values can change over time.
- Evaluate the successes and failures of a group working together on a project, including your role in it.

Take a Position

Example:

- Make a claim and use evidence effectively; address counterarguments without support.

Connecting the
dots between
artifacts (projects)



Student Example: Round 1



Class and Education in Society

20 March 2021

Why "Love" is Broken

Love is a common theme in every book and movie from the Victorian era to today, but the one thing that all of these play, movies, and books have in common is that they misrepresent what a healthy relationship (particularly marriage) is. Love as it's defined in America and even in the Victorian era set men and women up for failure. The institution of marriage in the Victorian era was seen as a partnership of advantage between social class, power, and money. Today the exact opposite is true, and Americans marry for romance, passion, and heat of the moment, but in both cases, these institutions are doomed to fail.

First, we will


Today we have the opposite issue, romance and love is defined as some physical relationship

 Edward Vogel
6:32 PM Today



I see that you are trying to take a position, but the thesis here seems too broad.



 Edward Vogel
6:33 PM Today



This is coming off as absolute. Let's sit down and talk about what connections you are trying to make with this.

Feedback on Round 1



12 CEn: Social Alienation versus Community Mastery Level

Deepening the Discourse: Producing More Writing

CHECK-IN

ARTIFACT ASSESSMENT

SKILLS CHECK

Activity 8: Write the Essay

Write a 1,200- to 1,500-word essay.



What should do next? Please provide feedback.

- ☒ Keep working. You're not ready to complete this quest.
- ☐ Nice work. You can now complete this quest.

This thesis you are presenting needs work. Can we talk about this during second hour?

Send Feedback

Student Work

Activity 8: Write the Essay



Asked for Feedback: 5 May 2021 (2nd) ✓



<https://drive.google.com/drive/folders/1uIMW...>

Folder

21 Apr 2021, 1:20 pm

✓ 2 Comments

Activity 6: Revise Your Claim . . . Again

Asked for Feedback: 20 Apr 2021 (1st)

✓ 2 Comments

Skills

Compose

Examples:

Student Example: Round 2



Edward Vogel

Class and Ambition in Society

20 March 2021

Why "Love" is Broken

Love is a common theme in every book and movie from the Victorian era to today, but the one thing that all of these plays, movies, and books have in common is that they misrepresent what a healthy relationship (particularly marriage) is. Love as it's defined in America, and even in the Victorian era, set both men and women up for failure. The institution of marriage in the Victorian era was seen as a partnership of advantage with those who had social class, power, and money. Today the exact opposite is true, and Americans marry for romance, passion, and heat of the moment, but in both cases, these institutions are often doomed to fail. These institutions of advantage from the Victorian era can be shown through characters in Oscar Wilde's play "The Importance of Being Earnest".

In his play, the characters Algernon and Cecily barely know each other but are permitted to marry because of Cecily's dowry and Algernon's prevalent social class. Their marriage isn't one of love, but of advantage, as is expected of men and women in the Victorian era. According



Edward Vogel
6:36 PM Today



Here I can see you connecting to the text, which helps provide context for the thesis. Also, the claim is much better, but it still feels too absolute.

Feedback on Round 2



12 CEn: Social Alienation versus Community Mastery Level

Deepening the Discourse: Producing More Writing

CHECK-IN

ARTIFACT ASSESSMENT

SKILLS CHECK

Activity 8: Write the Essay

Write a 1,200- to 1,500-word essay.



What should **do next? Please provide feedback.**

- ☐ Keep working. You're not ready to complete this quest.
- ☒ Nice work. You can now complete this quest.

This is a great paper, you can move on!

Send Feedback

Student Work

Activity 8: Write the Essay



Asked for Feedback: 5 May 2021 (2nd)



<https://drive.google.com/drive/folders/1ulMW...>

Folder

21 Apr 2021, 1:20 pm

2 Comments

Activity 6: Revise Your Claim . . . Again

Asked for Feedback: 20 Apr 2021 (1st)

2 Comments

Skills

Compose

Artifact Assessment



History

Activity 4 Artifact Assessment



Learning



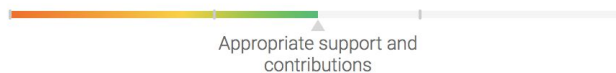
On Time



Appropriate Effort



Support from Others



Feedback for Student

Just a wonderful essay on the irony found in this play.



16 Mar 2021, 9:30 am
by Edward Vogel

BEST PRACTICES

What can you do tomorrow?

- Practices that support the shift from grading to feedback
- A step-by-step feedback process for all types of artifacts



Set expectations by asking: What will the students learn? What are the essential questions?



12 College English: Women and Society Level 2

IROTL: Poetry Selections in Women and Society

English

Discovery Quest

Shannon Carey, Rachel Jerez

poetry, poetry analysis, poems, AP English, AP poetry, IROTL, Choice Selections in Women and Society, level 2, College level English, Journey 2

6 Activities

How do poems from different authors and contexts offer alternative perspectives on similar themes?

Quest Goal

Compare and contrast poetry selections in relation to a similar theme.



Identify which Learning Skills the students will practice and how they will practice them.

Skills

 English

◆ Establish Meaning

Examples:

- Working independently, read actively, engaging in and annotating texts.
- Recognize and distinguish between specific genres, media, and literary movements.
- Recognize and use relevance to develop new ideas.

◆ Interpret

Example:

- Interpret a single text in multiple ways, evaluating the strengths and weaknesses of a given interpretation.

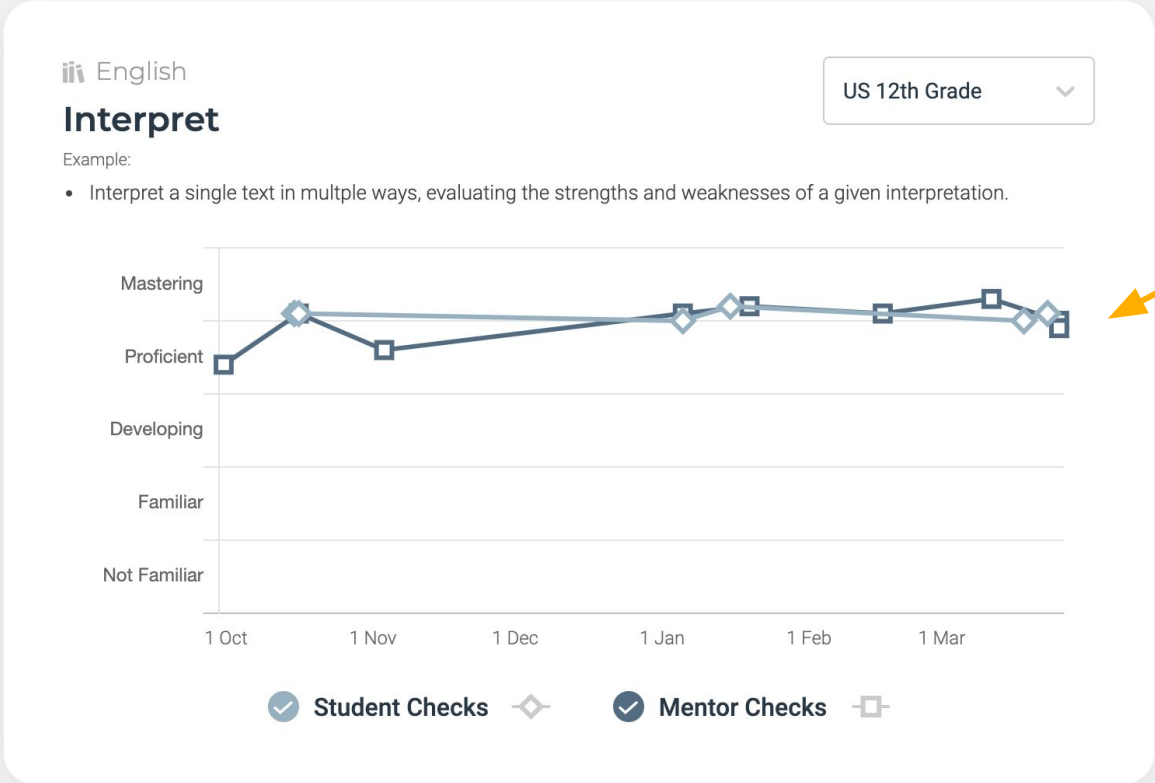
◆ Investigate

Examples:

- Independently identify and use multiple sources.
- Working independently, research and use factual context to deepen understanding.
- Recognize and contextualize an expanding number of viewpoints.

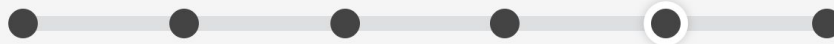


Skills History



Review areas of growth.





Professor of Women's Studies

Apply a feminist critical lens to your reading of both poems.



Focus Skill



Interpret

Interpret your poems using a feminist critical lens in order to write an argumentative essay.

You've read and reread, annotated and analyzed, but where does all this leave you in terms of the complicated questions about gender roles you encountered at the beginning of the quest? You've read two poems with women as the subjects: one written by a man, the other written by a woman. What conclusions can you draw about the relative power of the poet and the poem's subject?

Scaffold.
Differentiate.
Focus In.





“Rounding Up”

Create space for
rethinking and
growth.

Always circular.
There are no final drafts.





Use the language of rounds to suggest that every version is in process.

Round 1: Adrienne Rich, "Aunt Jennifer's Tigers"

The institution of marriage robs women of their individual identity and controls them through fear. Aunt Jennifer is creating a screen, and the speaker describes how her marriage oppresses her: "The massive weight of Uncle's wedding band / Sits heavily upon Aunt Jennifer's hand." Later in the poem, the speaker describes the image of what will happen even after the aunt is dead. Even in her death, she is bound by the marriage: "When Aunt is dead, her terrified hands will lie / Still ringed with ordeals she was mastered by." Rich establishes the problem of marriage for women, and subsequently in the poem, captures her character's resistance to it.



Glow:

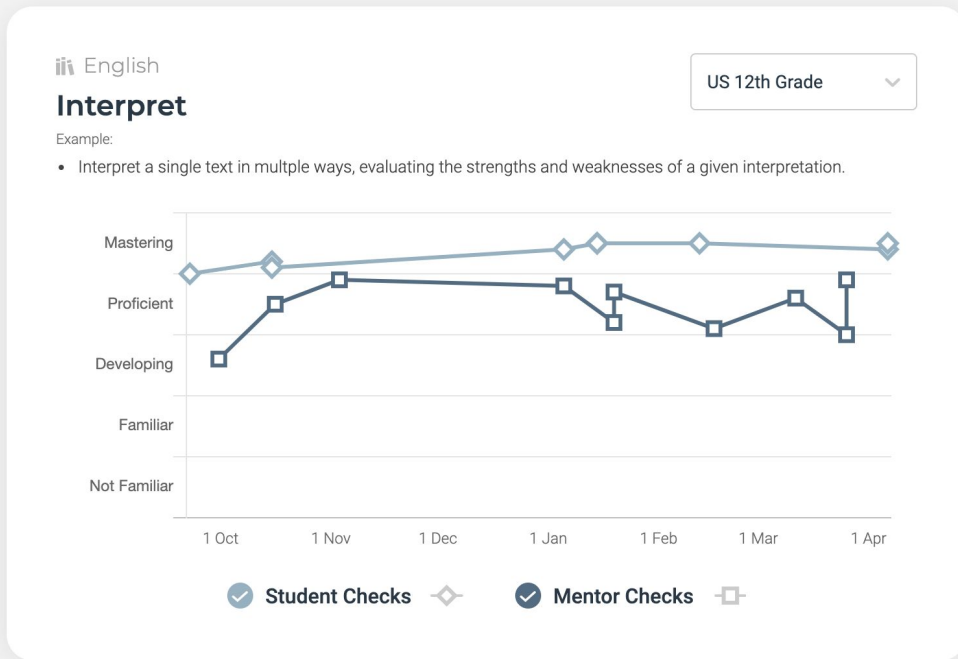
Argumentative topic sentence;
clear topic to the paragraph;
relevant evidence to the topic.

Grow:

The paragraph must do more
to interpret the evidence to show
how it supports the argument.

Focus on identifying figurative
language in each quotation and
argue how the figurative language
supports the argument about the
text's theme.

Skills History





Round 2:

"The institution of marriage robs women of their individual identity and controls them through fear. Aunt Jennifer is creating a screen, and the speaker describes how her marriage oppresses her: "The massive weight of Uncle's wedding band / Sits heavily upon Aunt Jennifer's hand."

The poet **anthropomorphizes** the wedding band, and it sits like a fat man on her hand. The ring is a **symbol** of the oppression of marriage on her creativity and individuality. The band has **connotations** of slavery and chains her down even though her husband is not present. Later in the poem, the speaker describes the image of what will happen even after the aunt is dead. Even in her death, she is bound by the marriage: "When Aunt is dead, her terrified hands will lie / Still ringed with ordeals she was mastered by." The **visual image** centers on her dead hands, and the diction, "mastered," connects to slavery. Aunt Jennifer only appears as a set of hands in the text, and even in death, she is dehumanized into just a pair of hands. The terrified and dead hands **symbolize** the unfairness of marriage as an institution beyond just herself.

Rich establishes the problem of marriage for women, and subsequently in the poem, captures her character's resistance to it "



Glow:

The paragraph has improved its interpretation of the poem because it moves skillfully from the micro (particular words and phrases) to the macro (thematics)

The paragraph analyzes figurative language (anthropomorphism, imagery, symbol, etc) to make complex conceptual claims about the poem's thematics (the problem of marriage for women in a patriarchal society).

Grow:

At present, the paragraph centers on two discrete and lengthy passages from the text and their corresponding figurative language.

Next time, center each paragraph on a particular type figurative language that appears throughout the text and thus go more deeply into an interpretation of the poem as a whole.

Skills History

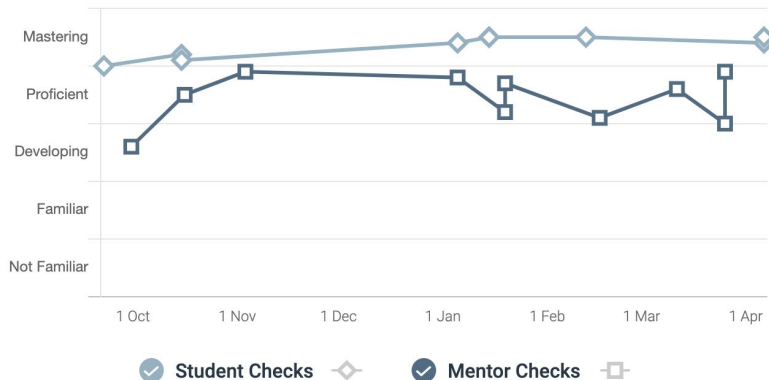
English

US 12th Grade

Interpret

Example:

- Interpret a single text in multiple ways, evaluating the strengths and weaknesses of a given interpretation.





Student Reflection

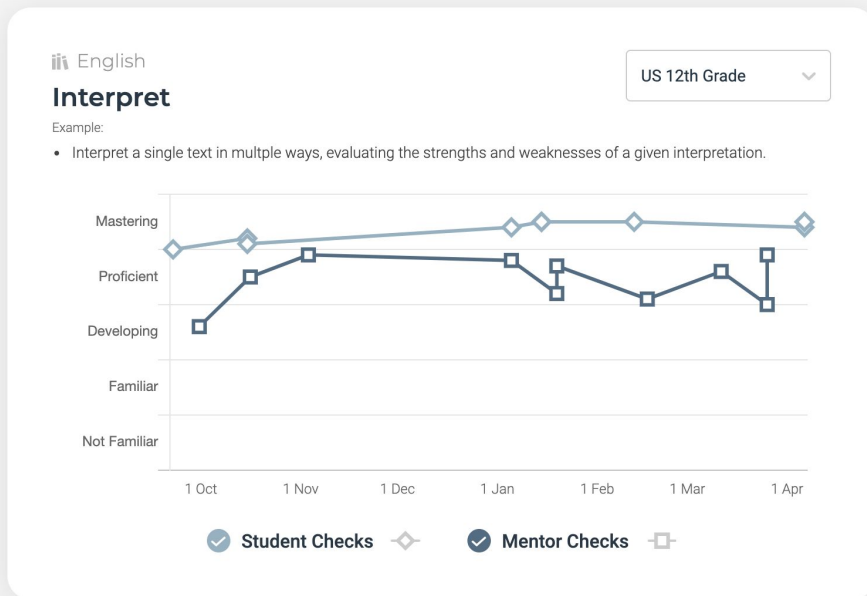
Glow:

"I never really liked poetry, but in learning about metaphors and personification, I liked this poem because I could see how the parts added up to a very powerful whole. I did a good job connecting parts and whole. I liked using a Feminist lens because I could really dig into a poem with a particular angle in mind. It made the interpretation much easier and more relevant."

Grow:

"I want to keep working on being able to identify different types of figurative language so I can understand complex poems better."

Skills History



In Their Own Words

I'm challenged differently depending on my classes. In English, for example, Jordan observes where everyone is, and then he gives you feedback depending on where you are. He gave me word roots to specifically challenge me. If I'm doing more, my mentors will push me more.

-Natasha

QUEST FORWARD ACADEMY SANTA ROSA





Review learning outcomes and essential questions.

Identify skills to practice.

Are orca whales one or more than one species?

Quest Goal

Examine the speciation of orca whales and determine if they are one or more than one species.

Overview

With their distinct black and white characteristics, killer whales—orcas—are easily identifiable. However, upon closer inspection, differences between different populations of orcas are revealed.

In this quest, you will examine various examples of evidence and conduct your own research to determine if there is just one or more than one species of orca whale.

Artifacts



A CER statement that answers the question "Are orca whales one or more than one species?"

Skills

- ◆ Collaborate
- ◆ Investigate
- ◆ Take a Position



Instructions for Work Products (Artifacts)



Formulate a CER statement.



A CER statement that answers the question "Are orca whales one or more than one species?"

Throughout this quest you have examined whether or not orcas are one or more than one species. For your artifact, write a claim, evidence, reasoning (CER) statement that answers the question "Are Orca whales one or more than one species?"

Make sure you provide a justification that links the evidence to the claim you made, citing your sources in APA format.

Then, using *Flipgrid*, post a video recording of your CER statement (you will have to ask your mentor for your class Flip Code). After your classmates have uploaded their videos, take some time to watch and review some of them.

If possible, take a class vote to see what the final consensus is on this question concerning orca speciation.



Flipgrid

This website lets you record, upload, and share short videos with your class.



Getting Started: Students

This provides information to help you started with using Flipgrid.



Student Artifact: Round 1

CER Claims

Claim: Our claim is that Orcas are all the same species of animal, but that they are subspecies. They are genetically able to mate with one another and while they are of different phenotypes they are still part of the same species.

Evidence:

“Killer Whale”. NOAA Fisheries.

<https://www.fisheries.noaa.gov/species/killer-whale#:~:text=Scientific%20studies%20have%20revealed%20many%20distinctive%20black%20and%20white%20bodies>. Accessed on 16 March 2021.

“Meet the Different Types of Orcas”. WDC.

<https://us.whales.org/whales-dolphins/meet-the-different-types-of-orcas/>. Accessed on 16 March 2021.



Student Artifact: Round 2

Revised CER Claim

Are there different species of Orcas in the North Pacific?

Claim: Orcas are all members of the same species even though they may have different phenotypic features/differences which gives us three types or sub-species of orcas in the Northern Pacific: Resident, Transient, and Offshore.

Evidence: The two main factors that these different types of orcas are that they speak different “languages” that make it difficult to communicate and that the way that the young are raised causes them to act differently towards other Orcas in different pods. Orcas have a more developed sense of emotion and social compatibility than humans that causes them to act out the emotions that they feel. Some different sub-species of the Orcas tend to never run into other pods because they are constantly migrating to where the food goes. Having these Orcas eat different foods in different parts of the world can have major differences in where they go, forcing these Orcas to not be able to breed even though they have the ability to do so.

Reasoning: Orcas are very intelligent creatures and communicate through a series of high-pitched calls and whistles. Each of the three kinds of Orcas speak very different languages, completely inhibiting their communication with each other.

Killer whales are found in all oceans. While they are most abundant in colder waters like Antarctica, Norway, and Alaska, they are also found in tropical and subtropical waters. And as researchers track the Orcas, they find that Resident killer whales have been seen from California to Russia, mainly eating primarily Chinook salmon, Transient killer whales occur throughout the eastern North Pacific and eat marine mammals, and are often seen in coastal waters, and Offshore Killer whales, just like the name, live up to nine miles from any shoreline in the Northern Pacific Ocean. As the Offshore Killer Whales live further away, they mainly eat sharks and other large marine life. There is a chance that causes pods of Orcas of different types and in different areas to run into each other. As they are related to the dolphin, reactions between pods of Orcas are usually friendly and communicative between. That allows certain Orcas to branch off from their pod to find a mate in other pods or, even though it is highly unlikely, they can become very hostile towards each other/different pods. This clearly illustrated that orcas are members of the same species, even if different pods have different migration habits.

Works Cited

“Killer Whale”. NOAA Fisheries.

<https://www.fisheries.noaa.gov/species/killer-whale#:~:text=Scientific%20studies%20have%20revealed%20many,distinctive%20black%20and%20white%20bodies>. Accessed on 16 March 2021.

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Choi, Charles Q. “New Killer Whale Species Proposed”. Live Science. 26 April 2010

<https://www.livescience.com/9893-killer-whale-species-proposed.html>. Accessed on 16 March 2021.

“Orcas”. The Whale Trail. <https://thewhaletrail.org/wh-species/orcas/>. Accessed on 16 March 2021.



What can you do tomorrow?

1. **Emphasize feedback over grades.**

- Provide actionable feedback every time you review student work.
- Focus on skills and work processes (not just the end product)





What can you do tomorrow?

2. Review the big picture.

- What is the mastery artifact?
Intended outcomes and evidence of skill demonstration?





What can you do tomorrow?

3. Involve students.

- Make feedback a collaborative conversation, rather than a one-and-done teacher task.



Q&A

What would you like to learn more about?



1

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Thank you.



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