

Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work



Discussions focusing on assessments that go on in classrooms can quickly lead to some critical questions: (1) What is really worth knowing within the core content standard?; (2) What is worth teaching?; (3) What is proficiency?; (4) How does a particular Open Response reflect what a student understands and **IS** able to do?

Process/Protocol:

1. Work with student(s) to fill out ORQ rubric (*see below*).
2. Teacher states these mission statements to student: I am committed to promoting your ownership of this ORQ response; helping you to become engaged with the prompt; developing your voice through this prompt; and ensuring your ORQ prompt progress so that your answer is proficient and you are a critical thinker.
3. Teacher asks student to share what they did to answer the question/task. Student responds. (5 minutes)
4. Teacher asks student these questions. (10 minutes) The purpose for asking the student these questions is to help the student clarify their thinking and to examine the manner in which they worked to provide an answer for the ORQ. There is NO discussion by the teacher, just questions. NO teacher talk. The purpose is for the teacher to gather/glean the MISCONCEPTIONS that the student has. It is also to help the student internalize the issue of misconceptions within the answer.
 - What was your 'I CAN' goal for this ORQ? (*I can circle the power verb; underline the key words; use a graphic organizer to organize my response; use the text to support my thinking*).
 - How many parts are there to this ORQ? (*One: A; Two: A & B; Three: A, B, & C*).
 - How do you know? (*Each part begins with a power verb*).
 - What were your skills you were going to demonstrate to achieve this goal? (*Answer: Circle the power verb; underline the key words; use a graphic organizer to organize my thinking for the power verb; use the text to support my thinking for the topic of the prompt; and make a connection to the information in the text in writing using a graphic organizer; check to make sure my writing made sense to my audience.*)
 - Look at part (A, B, C, etc.) What part did you circle? Why? (*Answer: it was the power verb*).
 - Why did you circle the power verb? (*Answer: The power verb tells me what to do.*)

Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work

- What was the topic/main idea/key words to this part? What did you do to remind you of the key parts? (*Answer: underline*) Why? (*Answer: These are the topic/key words to help me locate in the text and focus on as I write my ORQ response*).
 - What did you do to organize your thinking? (*Answer: use a graphic organizer to help me visualize/organize the power verb*)
 - Can you read your response to me? What is going through your thinking as you read it back to me? Does your answer make sense? What parts were left out? How do you know?
 - Where did you cite the paragraph in the text where you found your information?
 - Where do you add details and information from the text to your response that help your audience gain meaning? (Show me where you found the details to use from the text. Student should flip through the text to find the exact part)
 - Where in your response is an exact phrasing like the text? (Show me where you found the details to use from the text. Student should flip through the text to find the exact part)
 - Where in your response do you make a connection, like you have been doing in your reading class? What type of connection is it? (*T-T, T-S, T-W*).
 - How do you know your answer is complete and proficient? (I organize information by introducing it, writing an exact detail from the text, elaborate on it, make an inference about it or make a connection about it, and cite/tell my audience where I found my example from the text)
5. Teacher talks and student listens. (5 minutes) The teacher describes to the student what she/he heard. The teacher shares the strengths and weaknesses of the student response. The teacher shares the gaps or steps that the student did not complete that lead to gaps in misunderstanding the students' response.
 6. The teacher shows and explains the Core Content Standard that the question then unpacks the standard. The teacher shares/SHOWS how they would have answered the question, as a student in the grade level. (5 minutes)
 7. The teacher asks the student to share what he/she heard. The teacher asks the student to find ONE area that the student can focus on as their goal. The teacher asks student to give what they will do as a behavior to achieve this goal. (5 minutes). Teacher helps student write a - I CAN goal.



Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work

8. The teacher and student writing independent, share a 'WOW! I never knew reflection'. Teacher says: 'You, know we both learned a lot about ourselves as writers of an ORQ response today. Let's reflect what we learned with a Wow statement. Let's read it and then let's both write for 3 minutes. After the 3 minutes we will share.' (5 minutes).
9. Close by community sharing what each person learned, goal, next steps for improvement, etc.
10. **Next step:** Teacher writes an Individual Student Plan for the student to reach his/her goal. The teacher shares the plan with student. The student then works to revise his/her response and shares new response with the peer/teacher, who again asks questions.



Conversation Based Learning:
 Intrinsic Reflecting, Goal Setting, and Revising
 To Improve Student ORQ Work



MY CONVERSATION about MY ORQ Response

Name _____ Date _____

Question: How do you know if your answer sheet is a proficient answer for the ORQ?

1. After you finish a part to the answer, re-read your answer and ask yourself the following questions. Score yourself on how you think you did in each category.
2. Once you have finished scoring yourself in the Personal Scoring Column, have a Peer score you using the Other Scoring Column.

Personal Scoring Column				Questions	Peer Scoring Column			
Keep Working	Good Try	Almost There	I GOT it!!!!		Keep Working	Good Try	Almost There	I GOT it!!!!
				Does my answer begin with a circled letter label?				
				Do I circle the power verb for each prompt?				
				Did I underline the keywords/topic/main idea in each prompt?				
				Did my answer flow smoothly between sentences and thoughts EVEN if I use a graphic organizer?				
				Did I write down EXACTLY where I found my answer by citing the paragraph number?				
				Did I add details and information from the text to your response that help my audience gain meaning?				
				Did I use part of the text in my answer by copying what is exactly in the text?				
				Did I make a written connection to the text in my answer, by using the words... <i>this reminds me of</i> ?				

Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work



MY ORQ Goal and Action Plan

Date _____

Name _____

My goal for ORQ writing is:

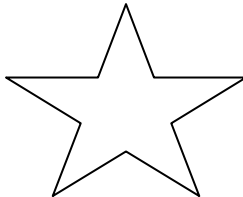
What SKILLS I will use to reach my goal?

Who will help me reach my goal?

REFLECT on YOUR GOAL!

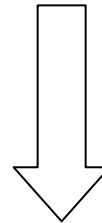
- Teacher**
- Parent**
- Principal**
- Friend**
- Other**

I reached my goal



**Great work!
Set a NEW goal!**

I DID NOT reach my goal



**Have a conversation to
reflect what you did.
Write a new goal & action
plan.**

Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work

INDIVIDUAL STUDENT PLAN

Circle ONE: CCA **1** **2** **3** **4** **5** **Date:** _____

Teacher: _____ **Grade:** _____ **Room:** _____

Teachers will

<input type="checkbox"/> Provide a balanced approach to ORQ writing a response that scaffolds student’s instruction by offering demonstrations (e.g., think a louds, read a louds, modeling), we do practice (e.g., shared writing, community conversations, independent practice, group work), and systematic ORQ writing instruction.
--

<input type="checkbox"/> Model/think a louds how readers/writers use comprehension strategies before, during, and after reading/writing.

<input type="checkbox"/> Provide reading and ORQ materials (e.g., fiction/non-fiction text & ORQ prompts) that match students’ independent & instructional levels, and core content 4.1 expectations/standards.
--

<input type="checkbox"/> Offer significant time for student to read text and ORQ prompt at the independent level, including self selected ORQ prompt with text.
--

<input type="checkbox"/> Supplement Prompt in providing additional content knowledge & graphic organizers for power verb &/or content expectations.
--

<input type="checkbox"/> Connect new learning to students’ background knowledge or build background knowledge or language background knowledge if needed (e.g., Ladders, KCCT test prep, Rigby Lesson, center activity, technology, word work, Frayer Model, graphic organizer).

<input type="checkbox"/> Provide instruction and opportunities for student to share ideas and information learned in writing.
--

<input type="checkbox"/> Provide Conversations in Writing Protocol with student reflecting and setting goals to meet proficiency standards.
--

<input type="checkbox"/> Provide instruction through CCGP lessons and focus instruction on teaching students how to think critically and use metacognition.
--

<input type="checkbox"/> Meet with student individually or in small groups based on student’s needs.

<input type="checkbox"/> Provide opportunity to redo prompt and/or give another prompt in testing situation like the original.

ONGOING ASSESSMENT

<input type="checkbox"/> Individual Assessments (e.g., CCA’s, PAS, Checklists, Samples, etc.) to monitor student progress and guide instruction.

<input type="checkbox"/> Assist student in setting goals, reflect in writing with a WOW statement to assess him/herself.

<input type="checkbox"/> Analyze student work using protocol and creating next steps for instruction to meet student’s needs.
--

Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work

RECORD of Conversations/Conferences with Student	
<u>Purpose:</u>	
<u>Date:</u>	
<u>Purpose:</u>	
<u>Date:</u>	
<u>Purpose:</u>	
<u>Date:</u>	
<u>Purpose:</u>	
<u>Date:</u>	
<u>Purpose:</u>	
<u>Date:</u>	
<u>Purpose:</u>	
<u>Date:</u>	

Discontinue when student is performing at proficient level.

Conversation Based Learning:
Intrinsic Reflecting, Goal Setting, and Revising
To Improve Student ORQ Work

Name _____ Date _____

My reflection: WOW! I never knew.....