Powerful Assessment and Feedback: Using Executive Functions to Unlock Student Potential

Condensed version, adapted from the EF2R Presentation at the SENG, 2015, Gifted Ed Conference in Denver, CO

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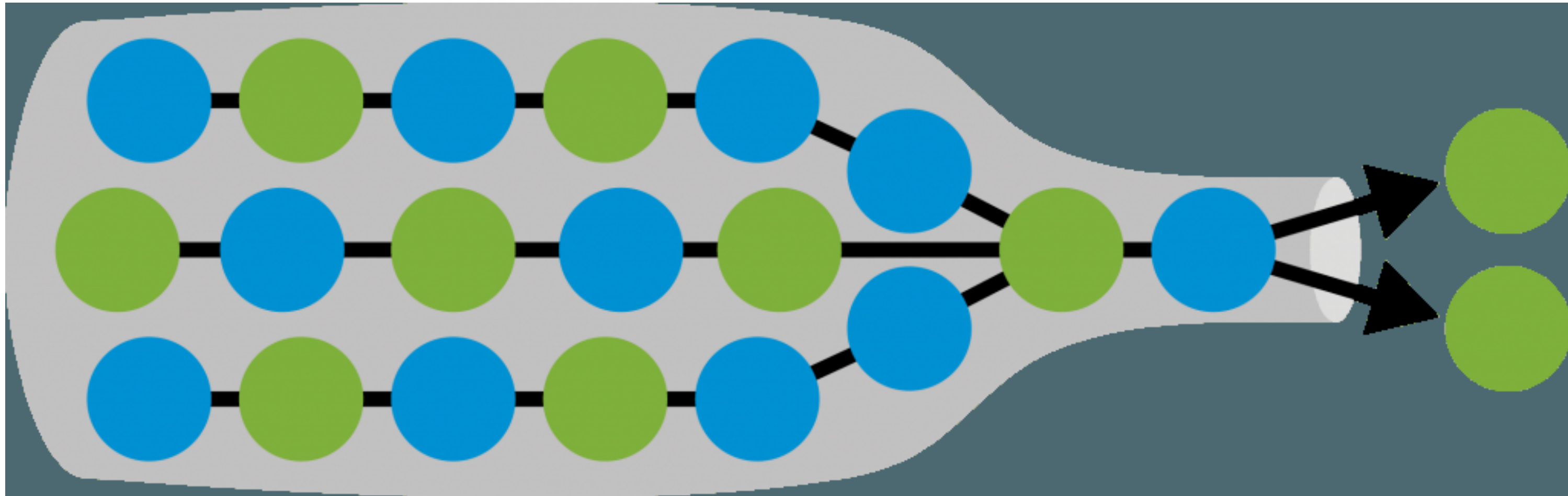
Plan for Today's Talk

Current

GETTING THERE

EF2R

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A Short Review of EF

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'Executive functioning'
is an umbrella term for the
mental processes
used to **manage oneself**
and **one's resources**
to achieve a goal

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The CURRENT Paradigm

Current

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Frustration

Power struggles

Giving up

Checking out

Loneliness

Alienation

"Lazy"

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WORLD'S BEST

TEACHER

YOU

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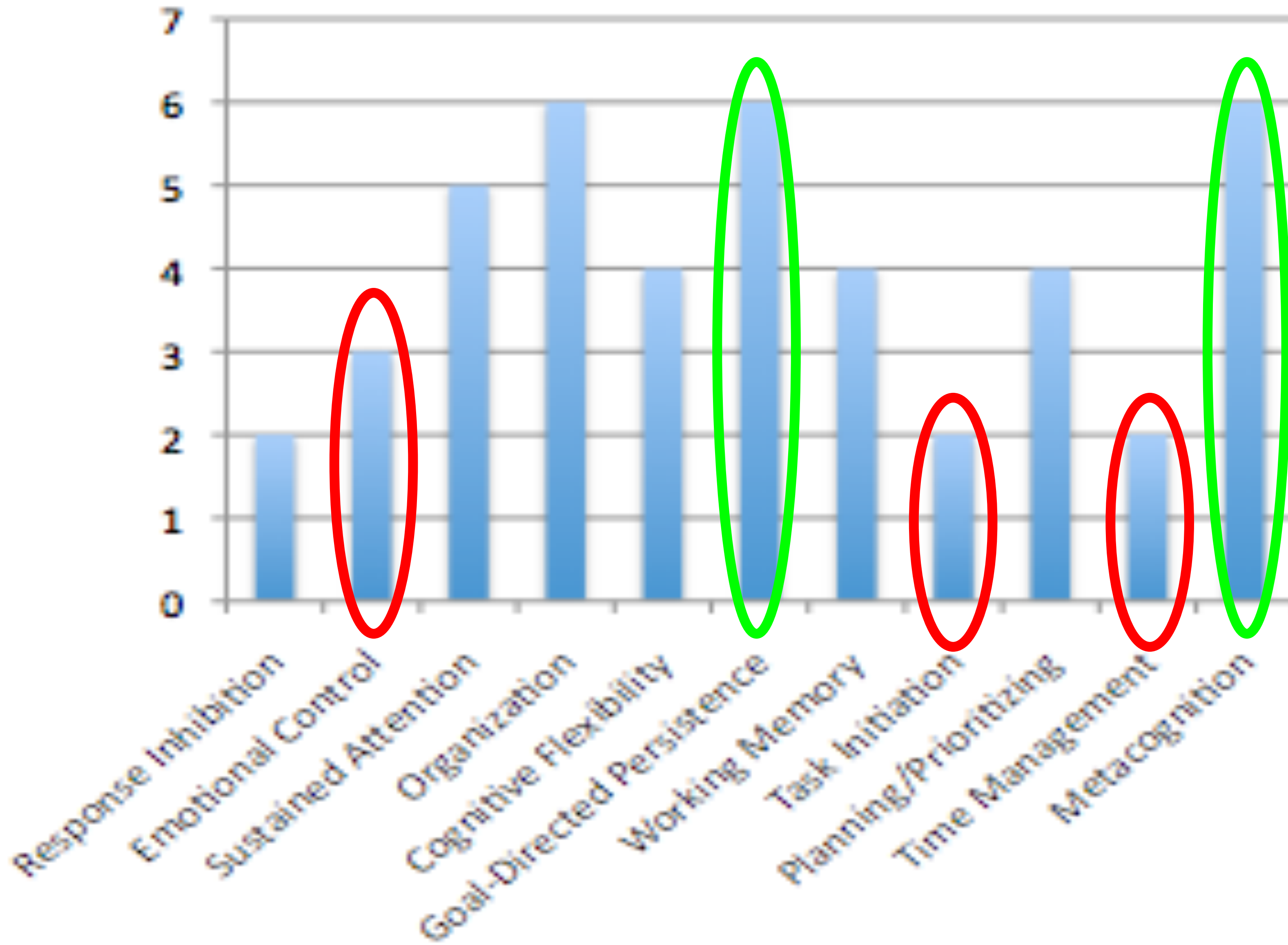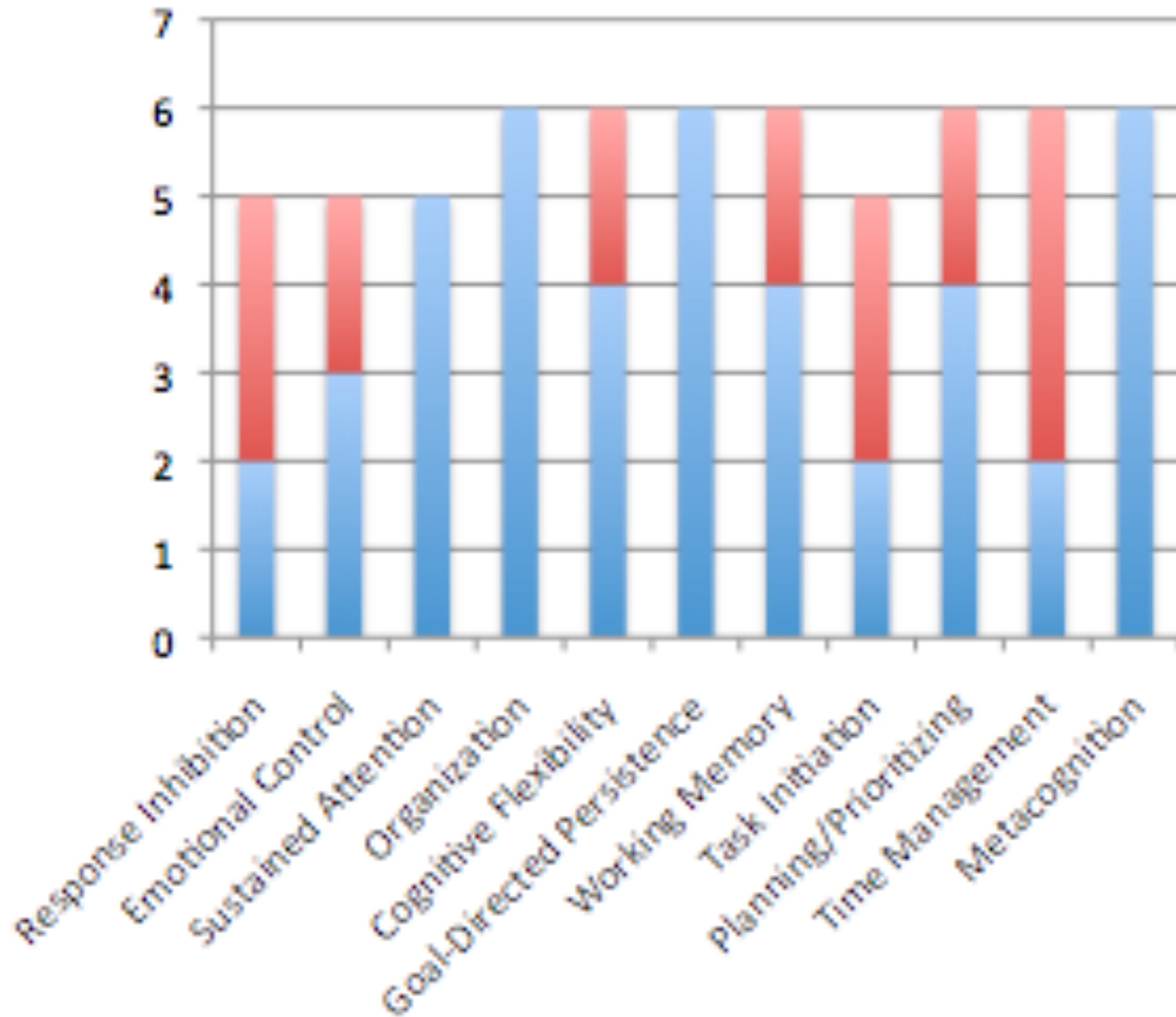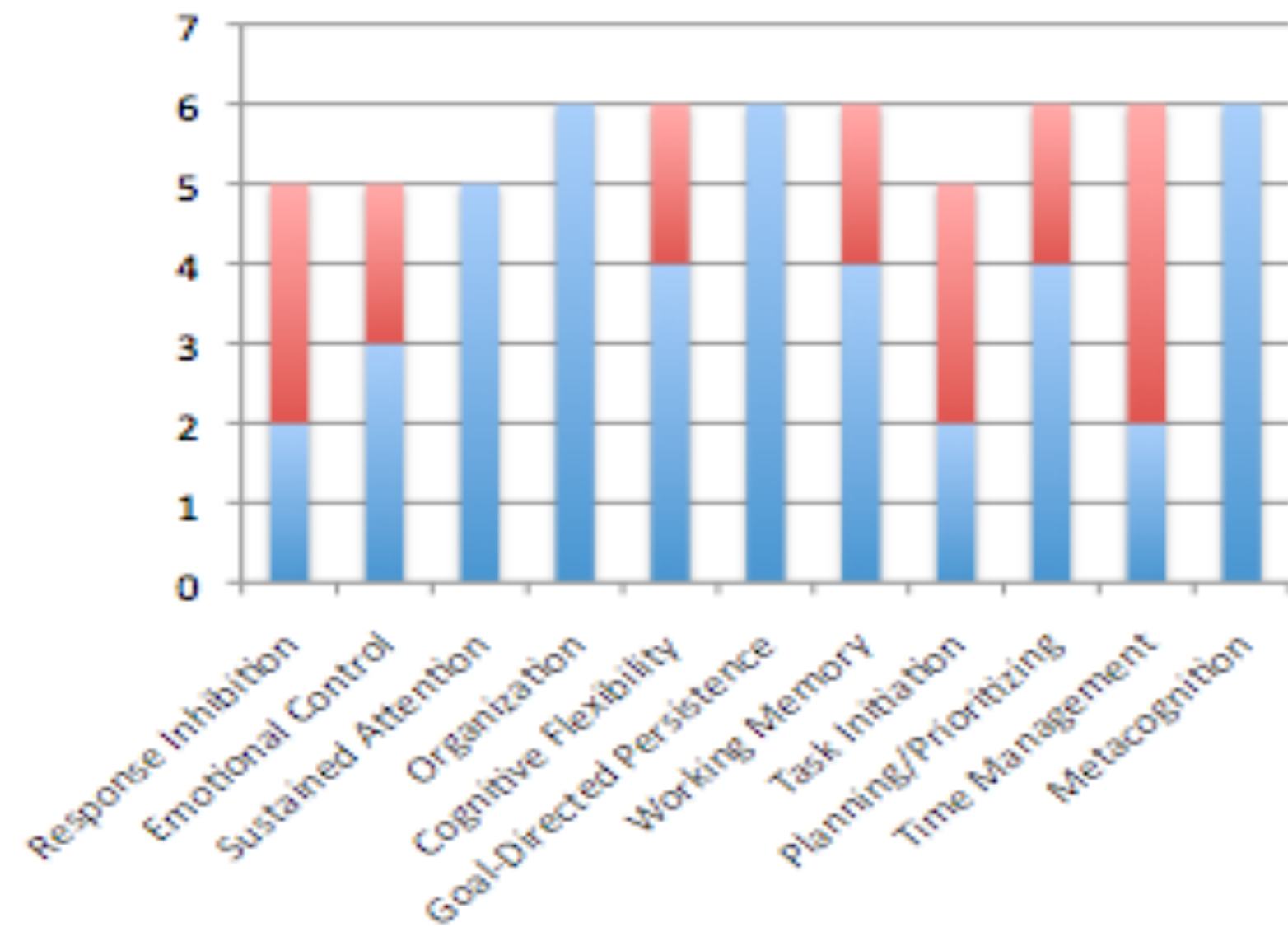
"You don't care about school"

"You're not trying"

"You're being lazy"

"We expect more"

"You're wasting your potential"

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An EF2R Based Approach

EF2R

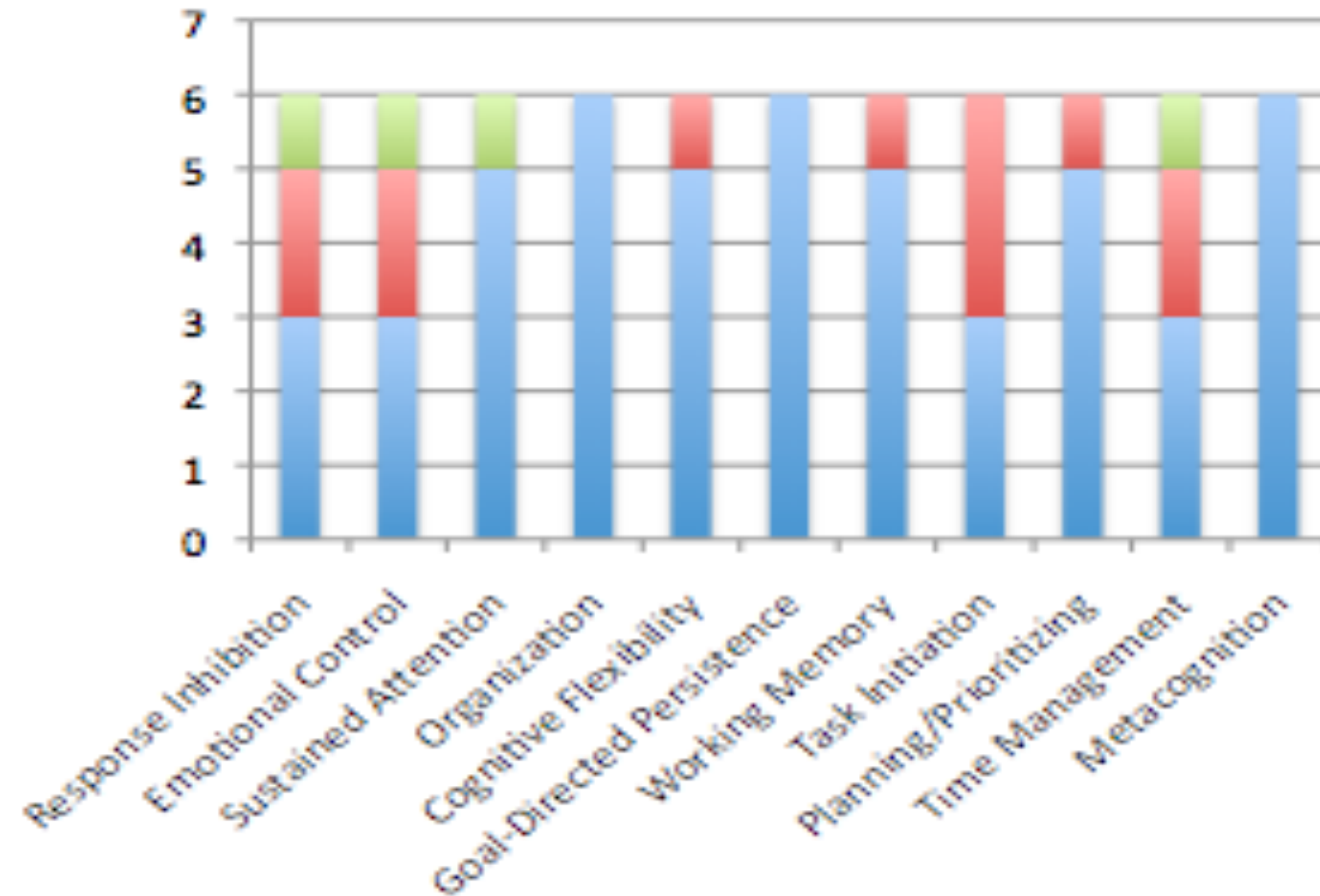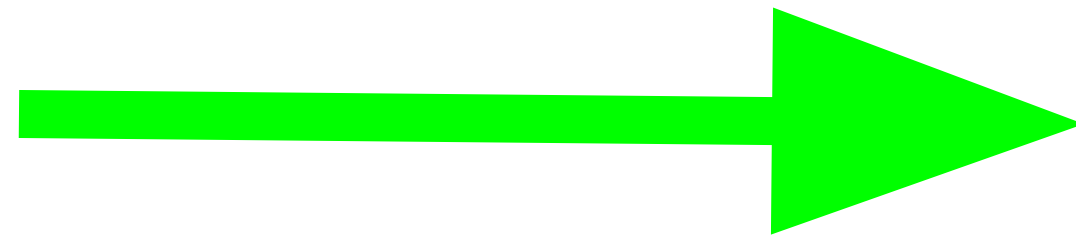efs2therescue.com

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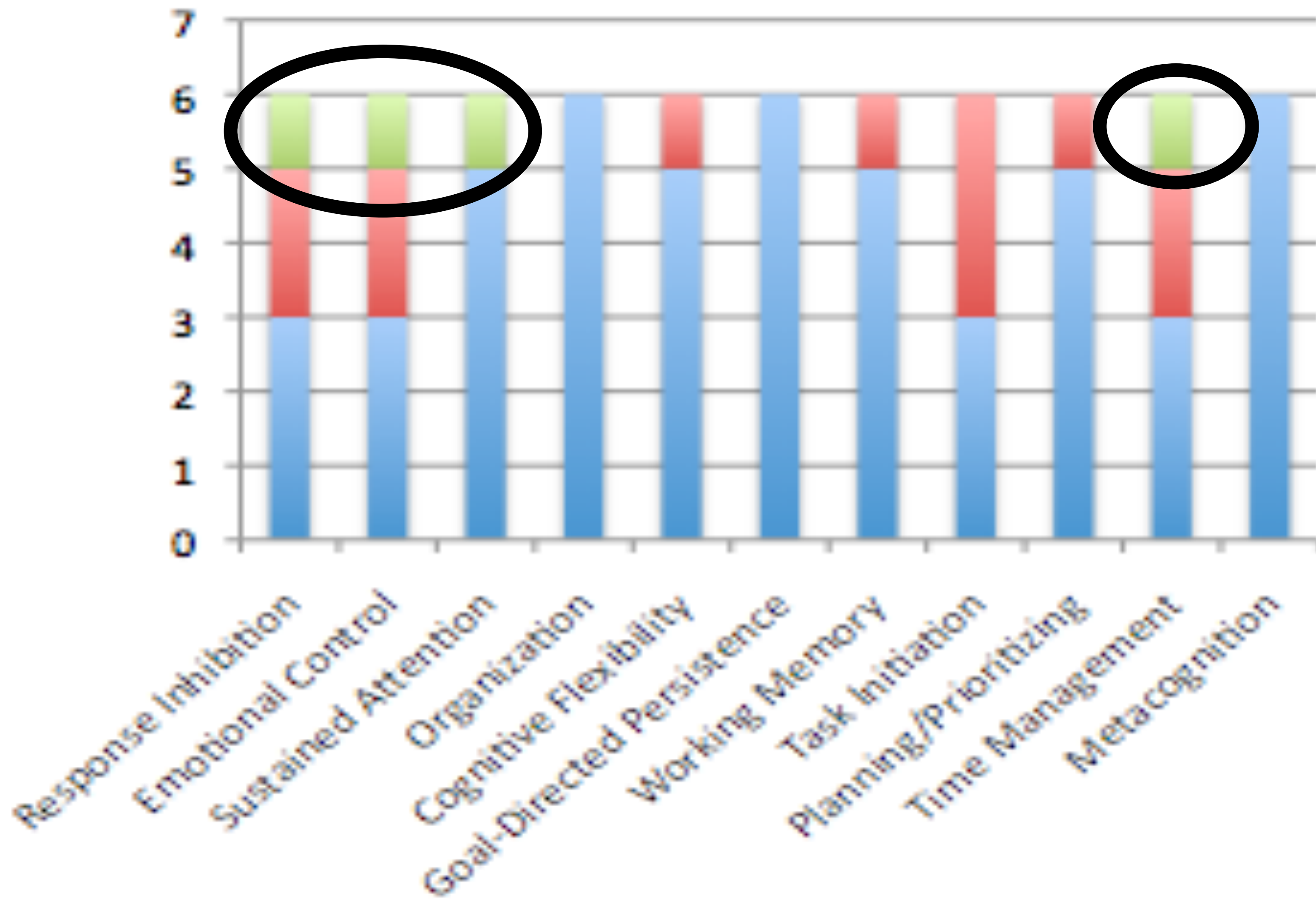
Getting There

1. Student Knowledge of EFs

2. Student Understanding of Own EF Spectrum

3. Student Toolbelt of Strategies

4. Change in the Emphasis of Feedback and Assessment

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Getting There

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1. Student Knowledge of EFs

The EF2R 'characters' are a fabulously popular, imaginative, open-ended, and simple tool to support a whole-school approach to teaching the executive functions.

They are available for purchase at www.EFs2theRescue.com

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2. Student (and parent) Understanding of Own EF Spectrum

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Arrival and Transitions

	PLANNING AND ORGANIZATION			TIME MANAGEMENT	
	Using homework agenda effectively	Keeping bag and work spaces tidy	Keeping bag and work spaces tidy	Arriving at class on time	Ready to make transitions
Kevin	✖	✖	✖✖✖ ✖	✖	✖
Macy		✖ ✖	✖	✖	
Kelly	✖	✖	✖✖ ✖	✖ ✖✖ ✖	
Ray	✖	✖ ✖	✖	✖✖✖ ✖	
Sarah	✖		✖		
Mohammed	✖	✖✖✖	✖	✖	

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3. Student Toolbelt of Strategies

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Classroom Strategies at a Glance

Emotional Control

Use deep breathing, meditation, exercise

Listen to upbeat music

Run, drink water, nutrition

Try self-talking in a playful voice

Use 'worry time' or a worry box

Working Memory

Ask the teacher to "jot that down, please"

Write 'DC' next to questions you double-check

Feed information to your ears
(auditory strength)

Feed information to your eyes
(visual strength)

Organization

Count the steps across your fingers

Practice saying first, second, third

Count the steps across your fingers

Make a goal for every 5 minutes

Sustained Attention

Find a personal connection to your work

Say, "We'll talk more later" to end socializing

Mirror someone who is steady and calm

Use noise cancelling headphones

Sit right at the front

4. Change in the Emphasis of Feedback and Assessment

Learning Behavior

EF Lens

Behavior is due to particular EF demand

⬇

Feedback that is positive, specific, achievable

Traditional Lens

Behavior is due to lack of effort or character

⬇

Feedback that is negative, vague, and unproductive

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Types of Feedback

Mirroring Feedback
I see you're managing the organization by making a list.

Mirror + Guiding Feedback
You're having trouble planning. Let me show you a strategy for that.

Coaching Feedback
What are you struggling with?
What is your strategy for that?

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Cognitive Wrappers

- A "wrapper" is an intervention that *surrounds* an existing activity to integrate metacognitive practice.

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Rubric for Crafting an Expository Paragraph

Target	Achievement
Craft a clear topic sentence	3
Use three transition words	2+
Create three strong supporting sentences	3

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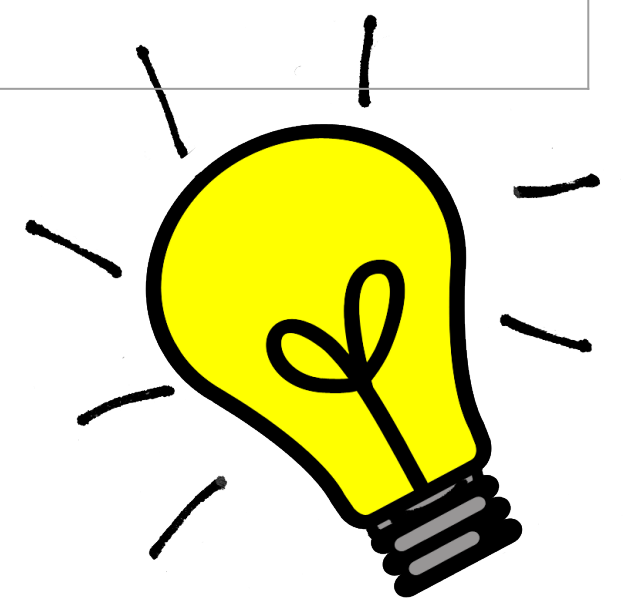
Wrapped Rubric for Crafting an Expository Paragraph
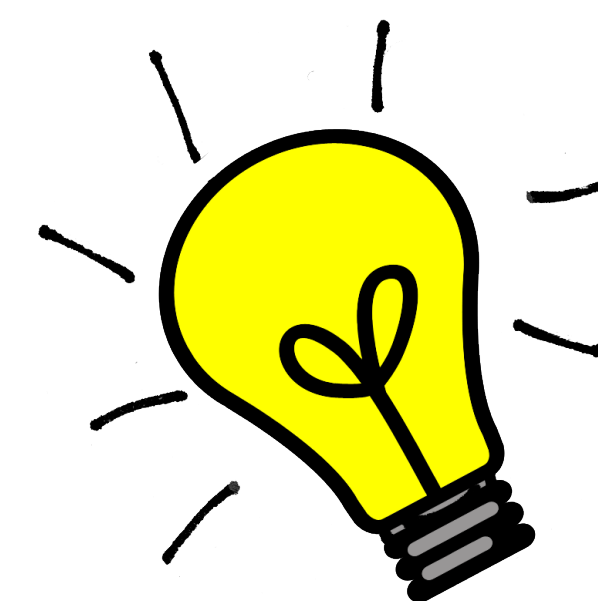
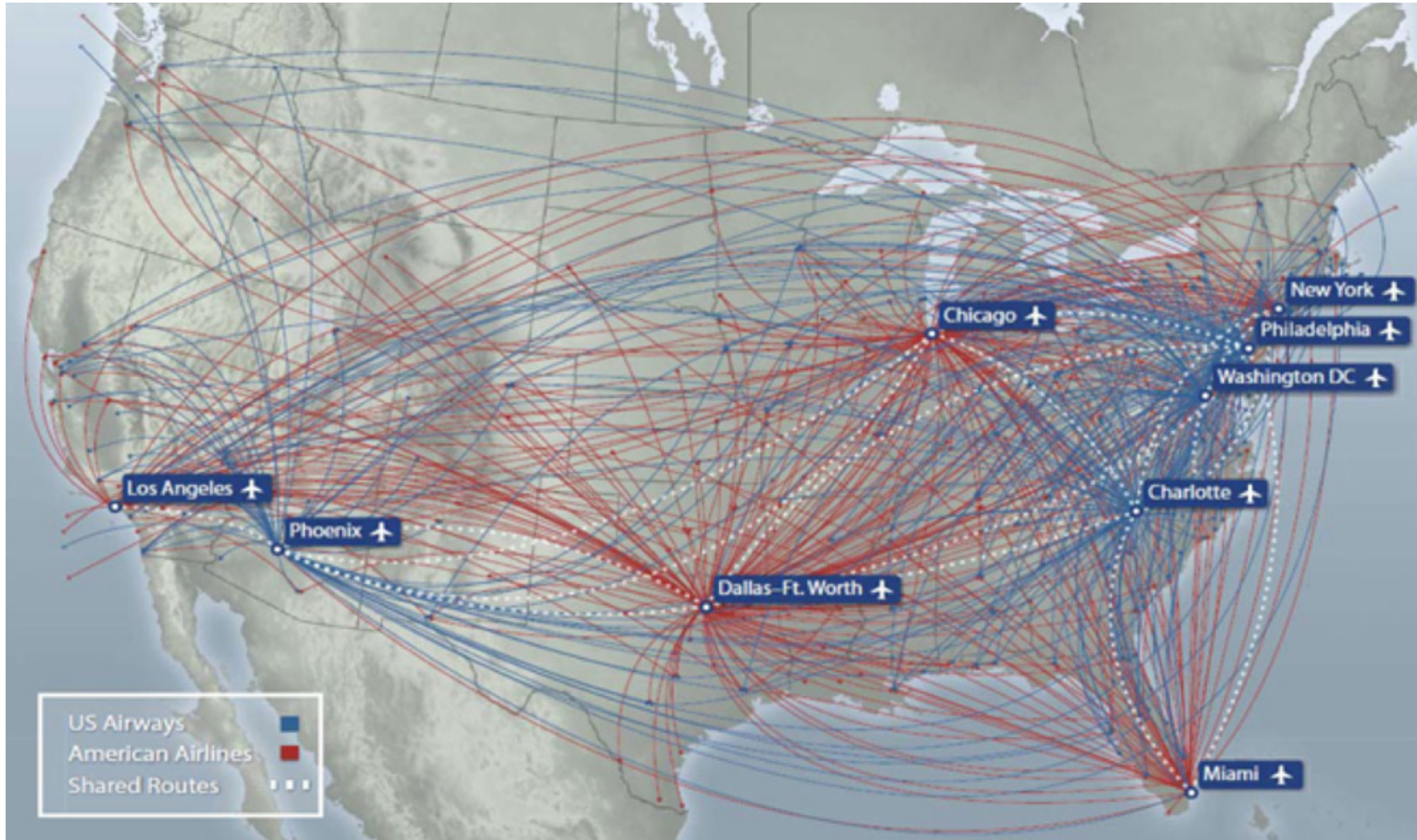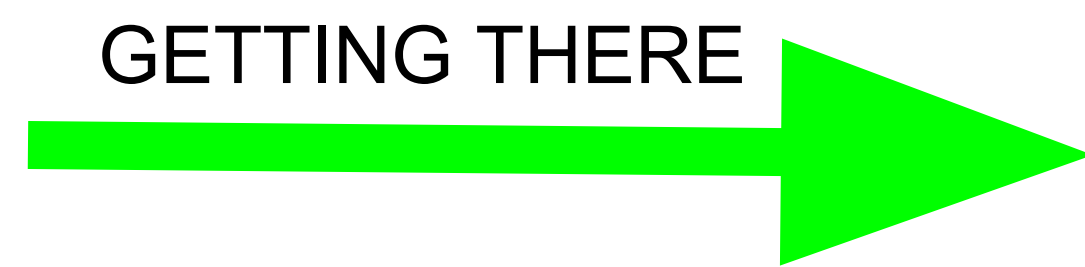| Target	Achievement
Craft a clear topic sentence	
Use three transition words	
Create three strong supporting sentences	
Tap through and re-read to clarify ideas (Goal-Directed Persistence, Working Memory)	
Make 5 changes (Cognitive Flexibility)	
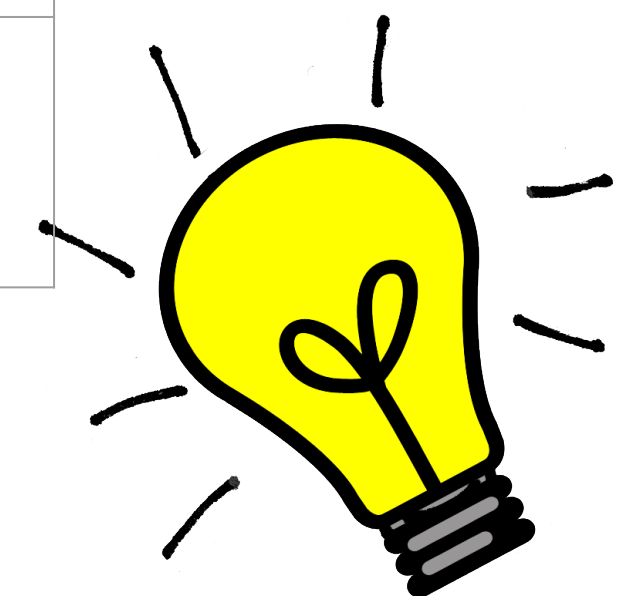
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For more information and training on how to create powerful wrappers and give positive, specific, and achievable feedback, please contact EFs2theRescue.com.

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Current

GETTING THERE →

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Traditional

Knowledge of Tasks

Fixed Mindset

EF

Knowledge of Tasks, Self, and Thinking

Growth Mindset

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