

PROOF CARDS

Teachers give students cards that have a word or phrase printed on it – such as “favourite” or “improvement” – that reflects thoughts about a piece of work. Students select an example from their own work that provides evidence or proof of that word or phrase. They then give reasons for their selection.

Introduce the purpose to students:

It is easy for us to *say* we can do something; it is more difficult to *actually show proof* of what we can do. For example, it is easier to say, “I know how to multiply integers,” than it is to prove that you *can* multiply integers. I am going to give you time in class to practice finding proof or evidence of your learning so you and I will both have a clear picture of what you can do.

The context for this example is a French class.

1. Write the following statements on the board:

the piece that is your favourite

a piece that you found difficult to do

something that you and someone else have done successfully together

one piece that has potential

2. Have students select an example from their own work that illustrates one of the statements on the board.

3. Ask students to share with a partner what they selected.

4. Ask students to record the underlined word (for example, *favourite*, *difficult*, *together*, *potential*) on a piece of paper, attach it to their work sample, and write a reason or reasons for selecting this piece (see figure 9).

5. Ask for volunteers to share an example with the class and tell their reason for selecting it.

Figure 9: Proof card

Reproducible in Appendix, page 70

Favourite	
This is my favourite because they were fun to write. Please notice the originality of the poems.	
Date <u>Oct. 21</u>	Signed <u>Suzanne K.</u>

Provide opportunities for practice:

- Give students a variety of proof cards to choose from and encourage them to make up their own (see figure 10).
- Have students share their work with others, including peers and parents.
- Have students include in their portfolios work samples with proof cards attached.

Trash It!

Two reasons it should be trashed are...

A First

If I did it over again I'd...

The hardest part was...

The easiest part was...

Date _____ Signed _____

Potential

I plan to keep working on this because...

Improvement

This work shows I've improved...

Getting There

I think I'm starting to...

Please notice...

Date _____ Signed _____

Favourite

This is my favourite because...

Perseverance

I really tried hard to...

Please pay attention to...

Date _____ Signed _____

Surprise

This piece surprised me because...

Together

This is something I've been working on with...

The best part of working together is...

Date _____ Signed _____

Figure 10:
Variety of proof cards
 Reproducibles in Appendix, pages 69 - 71

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