

# Using GAFE tools for assessment in Genius Hour

[bit.ly/GHTools](https://bit.ly/GHTools)

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# What is Genius Hour?



# Why



# Genius Hour ?

“ With Genius Hour, I learned how to work independently. I also learned how to do research and how to use the computer properly. Genius Hour allowed me to explore something I was passionate about with no limits. I started with a small idea of standing up for young girls around the world but now I am ready to take it to the next level. Genius Hour taught me how to step outside of the box and become something bigger than myself. I benefitted so much from Genius Hour and so will many other kids.”

-Abi, Grade 7 student who participated in GH last year

# Who?

*\*Three Grade 3 classes- Guided Inquiry (Science focus-Soils)*

*\*Grade 5 & 6 class-Guided Inquiry  
(Science focus- Human Body and Biodiversity)*

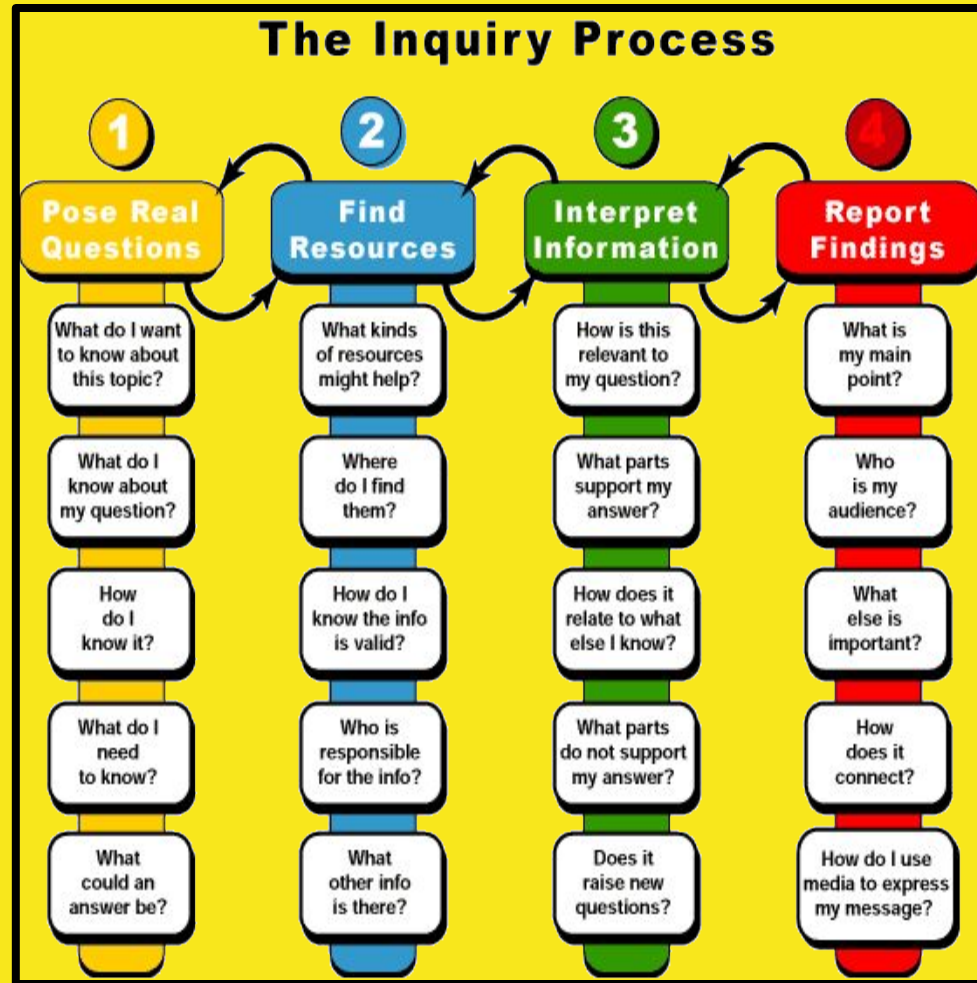
*Grade 6 class- Genius Hour (students exploring personal passion)*

*\*Gradual Release of Responsibility-goal will be to complete Genius Hour project of their choice by the end of the school year*

# Timeline Goals

- 1st time teachers and students -gradual release  
October -guided inquiry stages, skill building (Questioning, research, etc.) by March should be in to full Genius Hour
- Grade 6s passion projects  
independent (October) then in groups (by March)

# How?



Source:  
<http://blogs.kqed.org/mindshift/2013/10/the-inquiry-process/>

# GAFE Assessment Tools

- organized in shared Google folder
- comments in docs
- video (2014-2015)
- forms
  - assessment-learning skills
  - success criteria, next steps use notification (tool)
- next step:
  - implementation Google Classroom opportunities
  - use photos/video for assessment

# Shared Folder-Great Way to Share Resources with Students

Drive

My ... > Gen... > Mel... > Meloche Grade 6 Genius Hour Resources 2015-16

NEW

My Drive
 

Assessment
 AUPS Library
 AUPS STAFF
 BAXTER STEAM
 BIT and SuperConf
 BIT Makerspace Pr
 Digital Citizenship F
 ECOO Conference
 EQAO 2015
 First PLC 2014
 Genius Hour

Meloche 2015-Ge...

Link to Genius Ho...

Genius Hour Goo...

Ideas for Genius ...

Writing an Essenti...

Meloche 2015-Ge...

Link to Genius Ho...

Genius Hour Goo...

Ideas for Genius ...

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Bibliography shee...

**Genius Hour Weekly Table**

Discussion and answer any questions students may have about projects

Use Google Drive to avoid miscommunication

Google Drive to complete

Work on completing projects that are supported from Google Drive and transfer to planning sheet

Refer to Google to find missing questions

Input week we will work together to develop student criteria for projects

Link to Genius Hour Planning Form

<http://goo.gl/forms/r9kmSKh9Ar>

Notes to get the students thinking

What makes your team about the world? Not us that!

What is your passion?

If you could talk to any person, living or dead, who would it be, and WHY?

What would you be doing if you weren't in school?

What do you consider about?

If you could take any class in school, what would it be?

What have you always wished you could make or do?

What do you never have time for, but would love the extra time so you could become better?

10 things you love to do and love

10 things you are good at

10 things you wonder

6 word story starter... I want to become more, I want to figure out how the world works, I want to...

**Helpful Hints**

**HOW TO WRITE AN ESSENTIAL QUESTION**

Questions should be open ended

Questions should promote inquiry/research

Questions should excite your project in the form of a question

Questions should try and connect with something else

What is your topic? (Natural Disasters in the Midwest)

Turn it into a question. (Which natural disasters are most likely to occur within the Midwest?)

Check your question, does it address your topic adequately? Is it open-ended?

Can you connect your topic to something else-global scale? Compare and contrast? How does your topic impact others?

**Levelled Question Chart**

Response to each question should be at least 100 words. If you are unable to do this, please write a paragraph about your question. If you are unable to do this, please write a paragraph about your question. If you are unable to do this, please write a paragraph about your question.

	Who	What	Where	When	Why	How
Level 1	Level 1	Level 1	Level 1	Level 1	Level 1	Level 1
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2
Level 3	Level 3	Level 3	Level 3	Level 3	Level 3	Level 3
Level 4	Level 4	Level 4	Level 4	Level 4	Level 4	Level 4
Level 5	Level 5	Level 5	Level 5	Level 5	Level 5	Level 5
Level 6	Level 6	Level 6	Level 6	Level 6	Level 6	Level 6
Level 7	Level 7	Level 7	Level 7	Level 7	Level 7	Level 7
Level 8	Level 8	Level 8	Level 8	Level 8	Level 8	Level 8
Level 9	Level 9	Level 9	Level 9	Level 9	Level 9	Level 9
Level 10	Level 10	Level 10	Level 10	Level 10	Level 10	Level 10

**Bibliography for Research Projects**

**Book**

Author's last name, first name. Title of book. City: Publisher, Date.

Example: Jenkins, Steve. The Admiral Book. New York: Houghton Mifflin Harcourt, 2013.

**Encyclopedia and other reference books**

Author's last name, first name (if available). Title of article or word you looked up. Title of encyclopedia. City: Publisher, Date.

Example: "Yukon." The World Book Encyclopedia. Chicago: World Book, 2008.

**Website, including online encyclopedias**

Author's last name, first name (if available). Title of article or word you looked up. Title of website. Date of publication and/or date you accessed. Website address.

Example: "Yukon." Encyclopaedia Britannica. 20 Jan. 2014.



# Genius Hour Planning Sheet

<http://bit.ly/planningsheetGH>

# Opportunities for Student Voice

Google Slides-Co-constructing  
Success Criteria

# Student Voice: Success Criteria

[Link to Success Criteria Form](#)  
[responses](#)

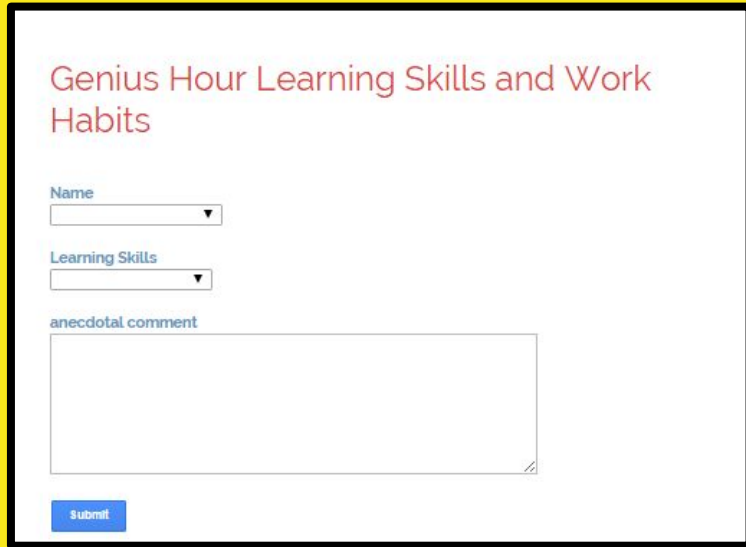
**Meloche 2015 Genius Hour Success Criteria**

**Learning Goal:**  
We are learning how to research properly on a topic we are passionate about, organize our ideas about the topic, reflect on our progress (as well as the progress of our peers) and communicate our learning to others.

- ☐ I have completed my Genius Hour planning sheet and shared it with Ms. Longthorne and Mme. Meloche.
- ☐ I have constructed at least two deep questions relating to my topic.
- ☐ I have used at least four different resources to help with my research (electronic, print, interviews, emails, etc.)
- ☐ I have created a Works Cited page in Google Docs that shows all of my resources I have used.
- ☐ I have reflected on my learning by consistently responding to assigned check-in reflection question(s) through Google Forms.
- ☐ I have read, responded and applied teacher and peer feedback to my project.
- ☐ I have considered the form used to best reach my audience, and I use different strategies to help

# Learning Skills form(s)

2014-2015



Genius Hour Learning Skills and Work Habits

Name

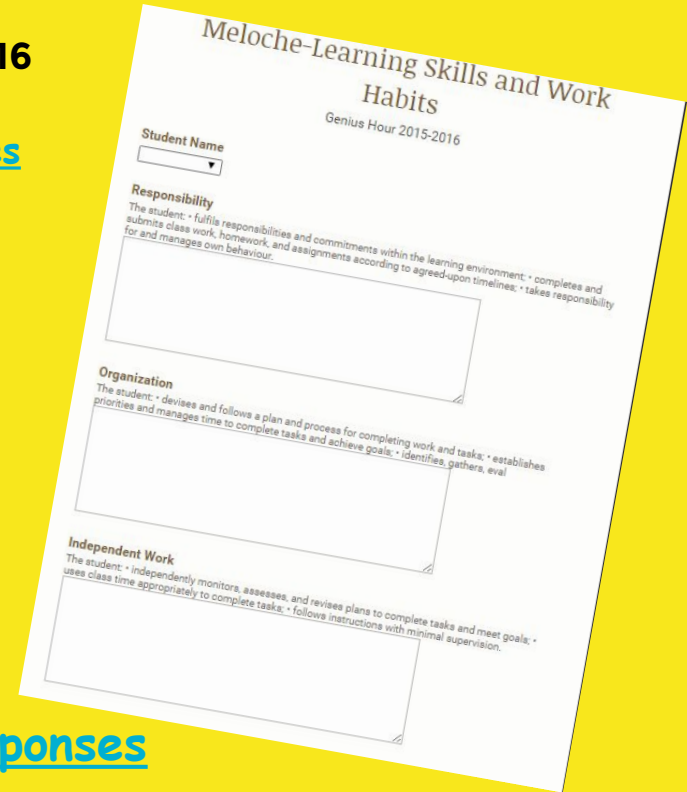
Learning Skills

anecdotal comment

[sample form to play](#)

2015-2016

[Responses](#)



Meloche-Learning Skills and Work Habits

Genius Hour 2015-2016

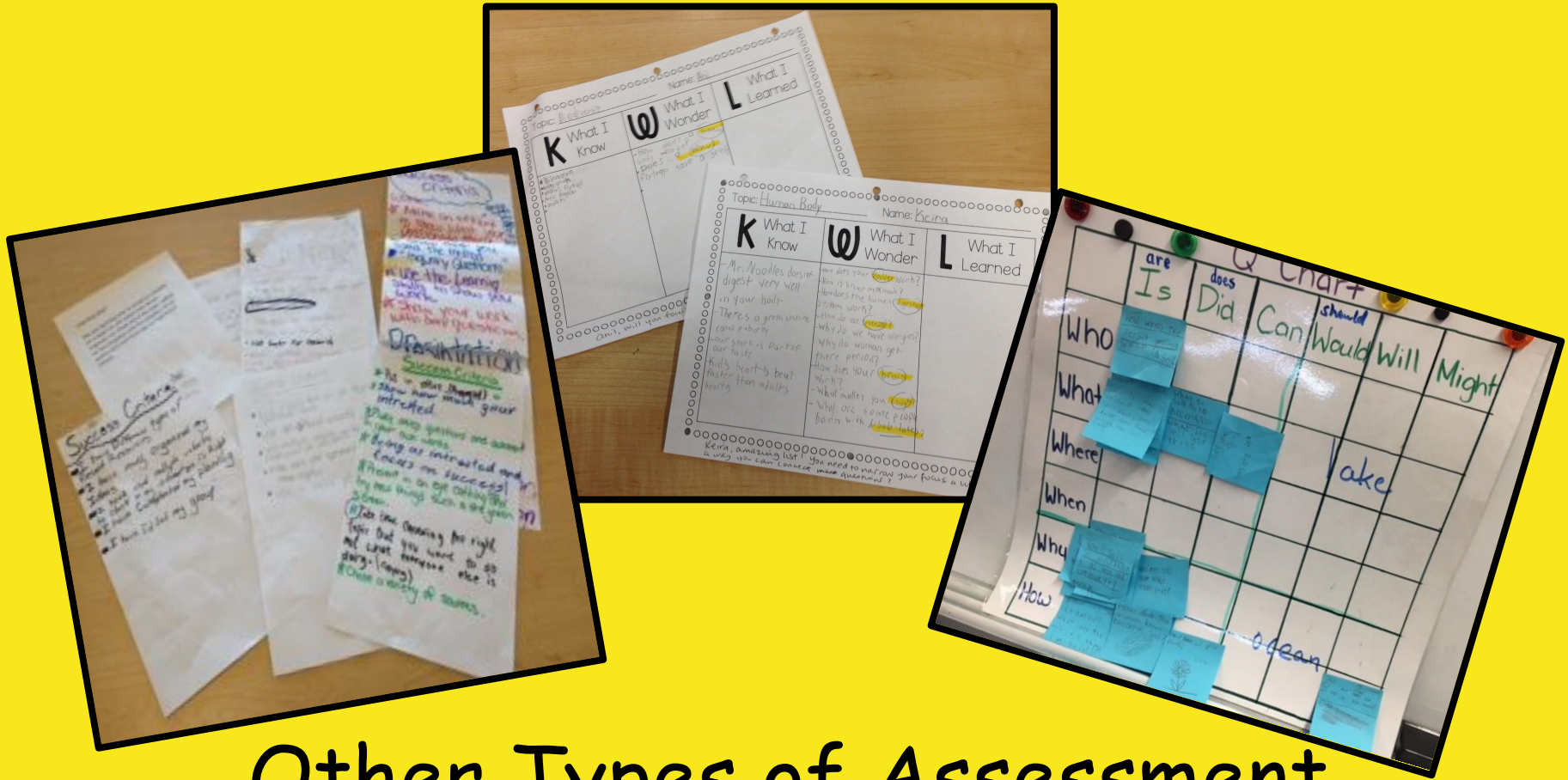
Student Name

**Responsibility**  
The student: • fulfills responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.

**Organization**  
The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, eval

**Independent Work**  
The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.

[sample responses](#)



Other Types of Assessment

# Third party Google APPS

Padlet



# Next Steps...

Use an inquiry log-thoughtbook


Modify assessment forms to show growth that is happening in our school

Integrate *Genius Hour* projects into school's mobile makerspace

Opportunities for students to share finished products with parents/other classes  
(*Genius Hour Showcase*)

# Google Classroom

## Grade 5 Genius Hour 2016

Jessica Longthorne

[Select theme](#)[Upload photo](#)

[STREAM](#)[STUDENTS](#)[ABOUT](#)

No work due soon

[VIEW ALL](#)

STREAM



Show deleted items ☐

CLASS CODE


Students can join the class with this code:

phspqz

Assignment edited


Jessica Longthorne10:37 AM (Edited 10:44 AM)

### Hi Grade 5's! Attached is your planning sheet for Genius Hour. Please read instructions carefully. I am looking forward to hearing about your passions and interests! Ms. L



GH Planning Sheet for Google Classroom

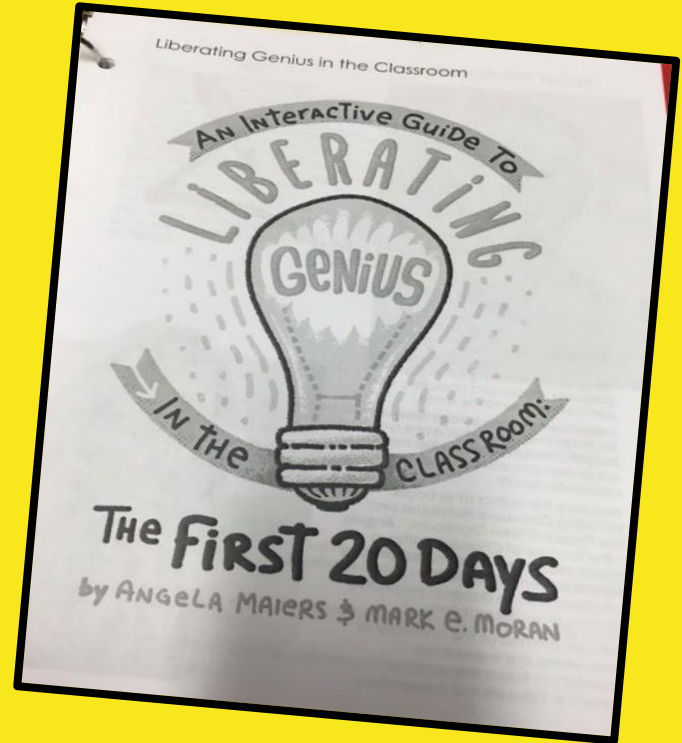
Google Docs



[CANCEL](#)[POST](#)



# Genius Hour Resources



# Genius Hour Resources

Sheri Stokes <http://stoksher0750.edublogs.org/>

Angela Maiers <http://www.angelamaiers.com>

Flipboard curation <http://flip.it/zgMnX>

Genius Hour Website: <http://www.geniushour.com/>

Joy Kirr LiveBinders <http://www.livebinders.com/play/play?id=829279>

AJ Juliani <http://ajjuliani.com/webinar/>

Edublog <http://pbl.wonecks.net/2014/08/08/genius-hour/>

Twitter: #geniushour or search @GeniusHour

[Nat & Lo's 20% project](#) Channel