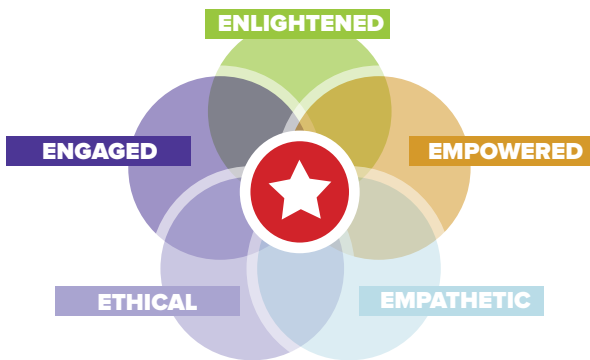




USING THE ECCS IN FEEDBACK TO STUDENTS



As you appreciate student thinking in their spoken, written, and representational work, see if you can identify the ECC(s) they are thinking with(in). In your formative and summative feedback, share this ECC connection, validate the knowledge, skill, &/or disposition their thinking manifests, and pose a question that suggests a next step for their use/development of this ECC. See examples on the next page!

ENLIGHTENED	EMPOWERED	EMPATHETIC	ETHICAL	ENGAGED
<p>Citizens assume that issues have histories and contexts and seek to understand both.</p> <ul style="list-style-type: none"> • What are the Who? What? When? Where? Why? of this situation / dilemma / issue? • What led to this? • What are the most important things we need to know to understand this situation? • How can we find out? 	<p>Citizens assume that power matters. They investigate the sources, forms, levels, (re)distribution, and impacts of power in context(s).</p> <ul style="list-style-type: none"> • Who has power in this situation? How do you know? • Who doesn't have power in this situation? How do you know? • What kind(s) of power are involved here, and how does one get or lose it? • What are the implications of the power distribution for those involved and affected? 	<p>Citizens assume that there are multiple points of view and seek to understand and reason fairmindedly about and within them.</p> <ul style="list-style-type: none"> • Who are the individuals, groups, institutions, & environments involved in or affected? • How does each one experience and view this situation, problem, or issue? • What is most precious to each one? Why? 	<p>Citizens assume that rights and responsibilities exist in every context. They evaluate which are upheld and which are breached.</p> <ul style="list-style-type: none"> • What rights do people have? What is the source or basis of these rights? • Are these rights protected or threatened? How? With what consequences? • What responsibilities do people have? What is the source or basis of these responsibilities? • Are these responsibilities being met or ignored? How? With what consequences? 	<p>Citizens assume that they have agency and influence. They take individual and collective actions which target root causes of inequities.</p> <ul style="list-style-type: none"> • What are the root sources and causes of this problem? • Who / What needs to change? Why? • What strategies will best support this change? • How will actors evaluate the impact of the actions taken to address the issue?

ENLIGHTENED	EMPOWERED	EMPATHETIC	ETHICAL	ENGAGED
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CONTEXT: In the days after the murder of George Floyd, grade 7 students wrote journal entries, which the teacher responded to with ECC-focused feedback.

Personally, I feel absolutely horrible for everybody who has witnessed this whether it's on the news, if they saw it happen walking by, and if it were the family members. I also feel great sadness and remorse for those people who are protesting as well. because some of them are told to stop believing what they believe in, and in the worst cases, even killed or brutally injured. We will do our diligence to rise together. And I believe that everybody has a powerful voice, and should utilize it.

What do you feel?

I feel quite sad, disappointed, and disgusted by people that are rude to other because of the colour of their skin.

Dear Student,
You state your ethical convictions in clear and powerful language. You affirm that people have the right to protest. Where do these rights come from? Who or what is responsible for upholding them? I agree that we need to use our powerful voices! Here's what I'm wondering: "How can citizens like us advocate for the rights of protesters?"

Dear Student,
I agree. It is painful to witness racism. Your reflection makes me wonder where beliefs about skin color come from. I need to be Enlightened! Was the white police officer who killed George Floyd, a Black man, just a rude person, or is he a member of a society that treats white lives as more important than Black lives? If so, where did this racism come from? What are its roots in the USA? Maybe we can find out together as we move forward in our inquiry!