

Review of U6D

Stage One

Identifying desired results

Stage Two

Determining acceptable evidence

Stage Three

Planning the learning experiences

A Language Arts Example:

The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.
2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression.

Standard:

The student will decode unfamiliar words using phonetic and structural analysis and will read with fluency and expression.

1. Read unfamiliar, complex and multi-syllabic words using advanced phonetic and structural analysis.

- I can read difficult words by sounding them out
- I can read difficult words by figuring out the meaning of the base word and any prefixes or suffixes

2. Read aloud narrative and expository text with fluency, accuracy and appropriate pacing, intonation and expression.

- I can read out loud in an expressive way.
 - I can read out loud without mistakes.
- I can read out loud at an understandable speed.

Cont.

A Math Example:

Add and subtract one-digit whole numbers in real-world and mathematical problems.

1. Use one-digit addition and subtraction to solve real-world and mathematical problems.
2. Find the sum of three one-digit numbers.

Standard:

Add and subtract one-digit whole numbers in real-world and mathematical problems.

1. Use one-digit addition and subtraction to solve real-world and mathematical problems.

- I can use one-digit addition to solve a math problem
- I can use one-digit subtraction to solve a math problem

2. Find the sum of three one-digit numbers.

- I can add three one-digit numbers

Our purpose today...

Stage Two

**Assessment
Evidence**

Questions from Monday...

**Am I using
assessment
to its best
advantage?**

*Did you make
any
connections
between your
assessment
practice and
the focus of
the articles?*

**What is best
practice
regarding
assessment?**

A glance at the answers we found...

Formative assessment should determine differentiation.

Am I using assessment to its best advantage?

Share learning targets with students in their language.
“I can...”

There are 3 types of assessment:

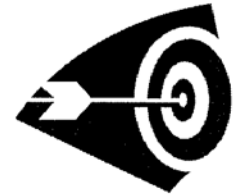
Diagnostic (before)
Formative (during)
For learning
Summative (after)
Summarize learning

Assessments should be determined after standards are established and before activities are planned.

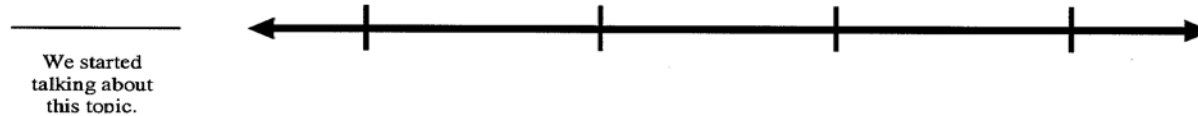


Language Continuum...

My Targets in Reading

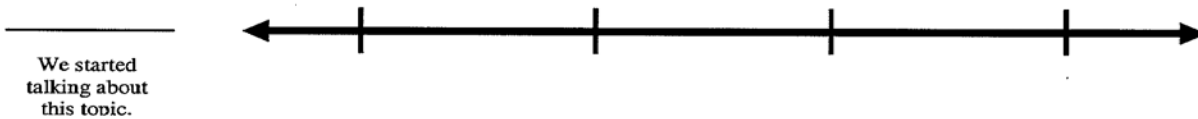


I can read difficult words by sounding them out



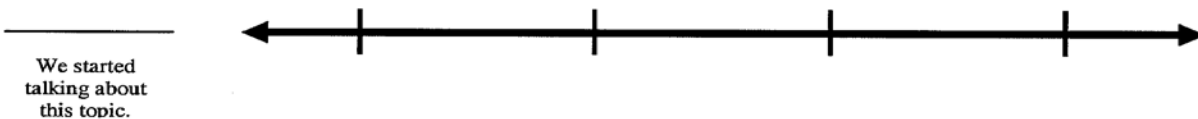
Now that I hit the target I plan to:

I can read difficult words by figuring out the meaning of the base word and any prefixes or suffixes



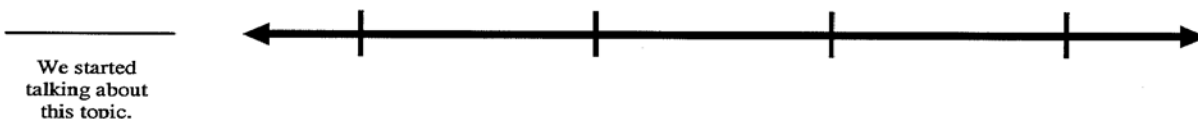
Now that I hit the target I plan to:

I can read out loud in an expressive way.



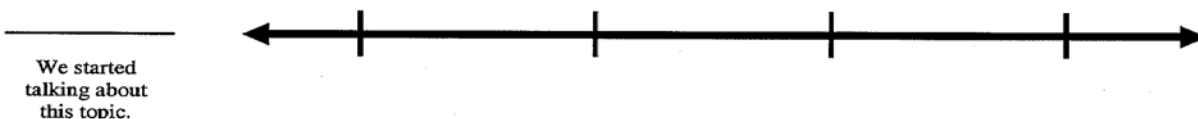
Now that I hit the target I plan to:

I can read out loud without mistakes.



Now that I hit the target I plan to:

I can read out loud at an understandable speed.



Now that I hit the target I plan to:

Assessment Rubric:




A. Word Recognition, Analysis and Fluency

Standard: The student will understand and apply knowledge of the sounds of the English language (phonemic awareness) and of the sound-symbol relationship (phonics).

The student will:

1. See, hear, say and write the basic sounds (phonemes) of the English language.
2. Match consonant and short vowel sounds to appropriate letters, say the common sounds of most letters, and begin to write consonant-vowel-consonant words.
3. Identify and name uppercase and lowercase letters of the alphabet.
4. Identify beginning consonant sounds and ending sounds in single-syllable words.
5. Identify, produce and say rhyming words in response to an oral prompt.
6. Read 10 high-frequency words.

I can name the
uppercase
letters of the
alphabet.

			
I can name the uppercase letters of the alphabet	I named all of the uppercase letters	I named some of the uppercase letters	I named few of the uppercase letters

Math Self-Assessment Record

I CAN...							
	Goals						
1	Solve multiplication and division basic facts to 100						
2	Identify factors and multiples of numbers						
3	Describe and use the zero property of multiplication						
4	Describe and use the one property of multiplication						
5	Describe and use the commutative property of multiplication						

1 : I don't yet understand how to do this skill

2 : I need more practice with this skill

3 : I understand how to do this skill and am successful most of the time

4 : I understand how to do this skill and am ready to be challenged

Think... Pair... Share...

*"I'll give you all the feedback you
need until you are*

WILDLY SUCCESSFUL!

*(but not a grade until you meet
proficiency)"*

A glance at the answers we found...

Types of
assessment
include:

- Published
- Paper/pencil
- Performance
- Personal

What is best practice regarding assessment?

*Any assessment
can become
formative based on
how you use it.*

REMEMBER

VARIETY!

*Formative
assessment is key
to student learning
and more critical
than summative.*

*Assessment is most
effective when used
as a learning tool vs.
a grading tool.*

Assessment Grid:

Stage Two: Determine Acceptable Evidence

Enduring understandings, Essential knowledge and skills

Types of assessments

Essay							
Forced Choice Items							
Oral Response and reports							
Performance tasks							
Short Answer Items							
Student Self Assessment							
Teacher Observation							
Teacher-student conferences							

Thoughts to remember...

*Formative assessment is
the most powerful tool
to enhance student
achievement!*

So then...

*What power would
Common Formative
Assessment possess?*

NOW...

What do we do?



Exit Slip...

I would appreciate more
information about...

I have a question about...

Please be sure to cover...



Thank You!