

Engaging Students Through Performance Assessments

Lago Vista ISD Professional Development

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Lesson Frame

- * We will learn the steps to creating effective performance assessments.
- * I will use the steps we review to create an effective performance assessment for my students.

Small Group Purposeful Talk

- * What are the advantages of a locally-developed curriculum?
- * A pre-packaged curriculum?

LVISD Curriculum in a Nutshell

- * Locally created curriculum
- * Capacity building – for you and for me!
- * Learning process – like buying a car
- * Curriculum documents are for teachers – hear me out on this...

But, I'm not a curriculum writer...

While curriculum specialists, administrators and outside educational companies spend countless hours developing curriculum, it is the teachers who know best what the curriculum should look like. After all, they work directly with the students meant to benefit from the curriculum.

Use of a pre-packaged curricula implies a lack of confidence in teacher ability. In LVISD, your professional judgment is respected.

Elements of LVISD Curriculum

- * Textbooks are not curriculum.
- * Snapshot – Pace your year out.
- * Priority Standards – What is super important?
- * Performance Assessments for Priority Standards – If it's super important, *how do I really KNOW they got it?*
- * Unit Organizers to catalog your work

Part 1: Priority Standards

Identifying the priority standards, which are simply the main content standards for a unit

Priority Standards

"Priority Standards are a very limited set of learning objectives organized for each grade and subject. It is not the total curriculum, just the 'safety net' that every teacher should ensure that every student learns."

Doug Reeves

Guiding Questions for Identifying Priority Standards

- * What essential understandings and skills do our students need?
- * Which standards can be clustered or incorporated into others?
- * *What do students need for success—in school, in life, and on our high stakes tests?*
- * **Is this standard important enough that I would intervene to ensure ALL students have learned it?**

A Process for Identifying the Priority Standards

- * Begin with the state standards for one subject and one grade level
- * Identify “essentials” for that subject and grade based on what students need for success – in school, in life, and on state achievement test(s)
- * Consider your data!

So many standards...how to choose?

The criteria used to identify the most essential priority standards include:

- * **Endurance:** Useful beyond a single test date.
- * **Readiness:** Preparation for the next level of learning.
- * **Leverage:** Useful in multiple disciplines.

Cautions When Developing Priority Standards...

- * **Quantity matters.** Be realistic about the number of priority standards you select. You need to ensure ALL students have mastered these standards – so be realistic.
- * **You still have supporting standards.** Prioritizing certain standards over others does not mean eliminating those standards that do not make it into the starring roles.

The Case for Priority Standards

If instruction each year is reduced to racing students through an “inch-deep, mile-wide” exposure to standards, surely this must be one of the main reasons why students often do not remember what they learned last year. By emphasizing depth over breadth, we can do much to help students retain what they have been taught. Educators can then provide learning experiences around a prioritized set of standards that requires students to utilize higher order thinking skills and integrate present learning with prior knowledge.

Larry Ainsworth

Put it into practice...

- * Looking at your grade-level standards and units, what are your priority standards?
- * Do they meet the qualifiers – Endurance? Readiness? Leverage?
- * What are your priority standards for your first unit of study?

Questions and Discussion

- * What questions do you have regarding Priority Standards?

Part 2: “Unwrapping” Standards

Identifying essential concepts and skills found in the standards

Standards Terms and Definitions

- * *“Unwrapping”* – Examining standard and to determine exactly what students need to:
 - * *Know* (concepts or content)
 - * *Be able to do* (skills)
 - * *Through particular topic or context* (what teachers will use to teach concepts and skills)

Standards Terms and Definitions

- * *Concept*

- * An abstract idea that points to a larger set of understandings, (e.g., peace, democracy, culture, power, nationalism, imperialism, war, etc.)

- * *Content*

- * Information students need to know in a given standard

Standards Terms and Definitions

- * *Topic*

- * Lessons and activities used to teach concepts and skills

- * *Context*

- * Circumstances in which a particular event occurs

- * Background information or structure to help make sense of new information

“Unwrapping” Standards: Practice Activity

- * Start with one priority standard from your first unit...write it out.
- * Underline important concepts (nouns) and circle important skills (verbs)
- * Create a graphic organizer for concepts and skills you “unwrap”.

Self-Checking Questions After “Unwrapping”

- * Are *all* concepts and skills in selected standards and indicators represented on graphic organizer?
- * Could you put away the standards and teach confidently from the “unwrapped” version?
- * Would other educators identify the *same* concepts and skills if they “unwrapped” the *same* standards?

Grab a Partner & Share

- * After approximately 15 minutes, teams will share with whole group:
 - * Which grade level and content area standards they “unwrapped”
 - * Insights they gained

Questions and Discussion

What questions do you have regarding “unwrapping” standards?

How do you think determining priority standards & unwrapping them will help you in the classroom?

Quick Help

Unlocking documents.

Adding Drive folder to Finder.