



*Keeping Our Promise to
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Making Our Standards Work

- Knowing
- **Teaching**
- Assessing

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WELCOME



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Performance Tasks

Purposeful activities for students
to learn the “unwrapped”
standards

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This process is the next step in the cycle of “Knowing,” “Teaching,” and “Assessing,” your standards... IT is NOT something EXTRA but something that will help make your teaching more meaningful and direct...



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Engaging Scenarios...

- The “hook” for a group of performance tasks designed to attract and hold student interest
- The context for the series of tasks which connects learning to the real world

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Engaging Scenario... This is what is going to be where we talk about getting students motivated and excited about learning... READ THE SLIDE



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Scoring Guides

- Leveled criteria for assessing student performance
- Clear expectations aligned to the skills and concepts of the standards

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*****Note to Presenter: Scoring Guides are the same thing as Rubrics*****

Have you ever concluded a unit of instruction with a culminating event of some sort where student applied what they'd learned in the unit? Did you use a scoring guide to assess that culminating event or project? This is a single, stand-alone performance task. Let's be clear about two terms that will be used in this and upcoming training, (READ THE SLIDE)



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Why this process?

Performance Tasks, Engaging Scenarios, Scoring Guides

- “If all you want to know is what students memorized, quiz them!”
- “If you want to find out what students know and can apply, complex performances are required.”

Alan November
Center for Performance Assessment
District of Columbia Public Schools

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Guiding Principles

- Multiple assessments for each Power Standard
- Spectrum of tasks –ranging from basic to advanced levels
- Essential for differentiated instruction and effective classroom management
- Students may be working on the same task at the same time

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Multiple assessments can be done IF you have identified your Power Standards. Then you have other occasions during the year to revisit and re-emphasize the content and skills found in them through subsequent lessons, activities, and performance assessments.

Spectrum of tasks refers to the first performance task could be at the lower level of Bloom's Taxonomy, the next task would be at a higher level in the Taxonomy, and so on for future tasks. This is not a hard and fast rule, but a general guideline.



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Task Design and Development

- Spectrum of tasks:
 - Foundational to enrichment
 - Develops student understanding from identification to evaluation
- Remember central purpose:
 - The tasks should be based on the Big Ideas
 - The tasks should guide students to answer the Essential Questions

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Examples of Performance Tasks

- Based on 6.IT-E.1
Identify and analyze the author's stated purpose, main ideas, supporting ideas, and supporting evidence.

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This example has been an effective teaching tool...for demonstrating the 4-tasks...
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Example of 4 Tasks...

Notice the Build-up

- **Task 1** - Name the main idea (Identify)
- **Task 2** - Demonstrate how the evidence supports the main and supporting ideas (Apply)
- **Task 3** - Distinguish between the main idea and supporting ideas (Analyze)
- **Task 4** - Determine which ideas support the author's purpose (Evaluate)

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This is where we just simply state some of the basic... aspects of the tasks... basic overview... These will have to be elaborated on later...

This is the skeleton version of the task... READ THE SLIDE

The next slide demonstrates where the DETAIL will need to come in...



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Task Four (Detailed):

- Make a prediction about the author's purpose
- Read the selection, identify the main ideas and supporting details
- Describe how the supporting details confirm or negate your predictions

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This is Task Four detailed. This is to show LATER how they will need to add DETAIL to their tasks...STRESS the detail...

The 4th or CULMINATING task is the ENDING task/activity which the other tasks build toward...

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NOTE: This performance task suggests that there will be some type of performance – either oral or written presentation. Remember that standards are not taught in isolation. If this were an actual lesson, appropriate standards would be included or imbedded.



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Evaluating Task Design

- Are the tasks created to give students an opportunity to let them “Show what they Know?!”
 - Knowledge of Concepts
 - Demonstration of Skills

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Consider these guiding questions as you develop and later refine the tasks.

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Evaluating Task Design

- Will the tasks give students a chance to answer your Essential Questions?
- Are they based on the Big Ideas you have identified?

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Let's Create some tasks using your identified Standard.

- The tasks, based upon Essential Questions, should lead students to articulate the Big Ideas.

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(REFER TO and HAVE posted the SKILLS and CONCEPTS that have been previously UNWRAPPED)



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Tasks

- Spend 30 minutes developing some tasks that will address the Unwrapped Standard, Big Ideas and Essential Questions.
- Think in terms of Demonstration of skills (Bloom's Taxonomy).

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(Make sure each group has a recorder...)



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Let's SHARE...

- Write the tasks on chart paper.
- Let's take a "Gallery Walk" to look at the tasks.

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ASK each group to WRITE their tasks on CHART PAPER so all can see... either have the groups share out loud OR have them go around and look...



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Which would you choose?

- As a group, come to a consensus...

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Ask the group to decide WHICH tasks are the most focused on the concepts and skills...as well as related back to the BIG IDEAS...



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Engaging Scenarios

- How can teachers motivate students to complete the tasks?
- Would you be interested in completing the tasks yourself?

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The Engaging Scenario

- Motivates students to get involved
- Motivates students to get excited about learning
- Makes learning memorable

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This answers for STUDENTS the question of WHY we need to learn... WHY we need to do what we do... This is the NEW piece we have always thought of...
“Imagine you are...”



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The Engaging Scenario

- Makes learning authentic/interesting
- Gives students a chance to link their learning to REAL life

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Effective Engaging Scenarios

- Are challenging
- Are substantive
- Are relevant – “What does this mean to the student personally?”

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Each ENGAGING scenario should include one or more of these... READ THE SLIDE



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Is Your Scenario Truly Engaging?

- *If there were no standards driving instruction and assessment, would this scenario be so compelling students and teachers would ENJOY working on these tasks?*

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Engaging Scenario for 6.IT-E.1 Performance Tasks

- You've just been offered a job as a children's book publisher. One of your authors has submitted a transcript for your company to publish and you're not sure if the book should be published. Find the author's purpose so you can determine if the book should be published. You'll need to demonstrate how the author's purpose assisted you in evaluating the book for publication and justify your decision on publishing the book. Support your decision with evidence from the text.

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Let's come back to our previous example... READ THE SLIDE



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Create Engaging Scenarios

- Let's spend 30 Minutes creating an engaging scenario linked back to your tasks.
- Why would STUDENTS want to do this OR...
- TEACHERS want to teach this?

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(HAVE Power Standards, CONCEPTS/SKILLS, BIG IDEAS, Essential QUESTIONS, And TASKS written so all can see... Now give ALL GROUPS chance to talk through Engaging scenario)

(Stress the point of OTHERS wanting to use this scenario...)



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Time to share Engaging Scenarios...

- Let's share/critique scenarios and decide on the best one.

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(Same format as before... have groups write on CHART paper....to share and look at... again..talk through consensus....)



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Summary of the process

- Choose an identified Power Standard
- Unwrap that Standard
- Determine Big Ideas
- Create Essential Questions
- Write Performance Tasks
- Develop Engaging Scenarios

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