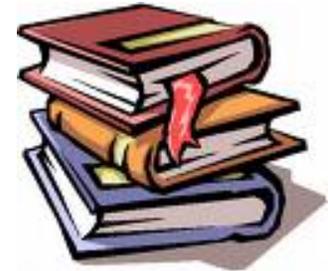


Listen! Students are talking to us in their assessments.



Quiet!
EXAM IN PROGRESS



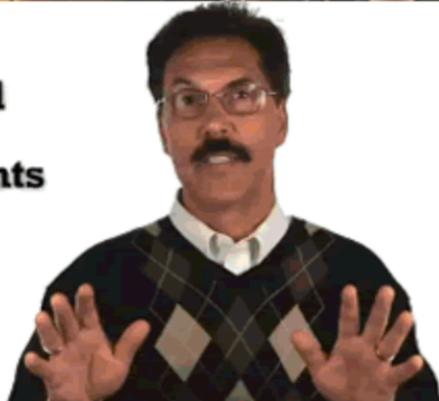
Dr. Bobb Darnell
bobbdarnell@mac.com
www.achievementstrategies.org

ACHIEVEMENT STRATEGIES, INC.

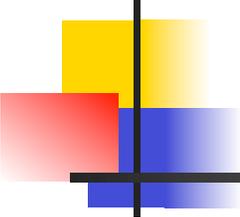
[Home](#) [Topics](#) [Presentations](#) [Tutorials](#) [Professional Development](#) [Contact](#)



**Successful
Learning
Environments**



Trends Coming Together and Overlapping



NCLB

Common Core
Standards

TEACHER
EVALUATIONS

Student
Growth



ESSA

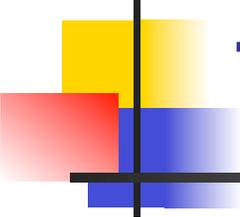
Every school in America wants to . . .

- increase achievement



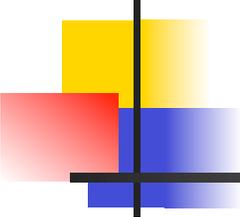
- reduce achievement gaps





Teachers are **expected** to . . .

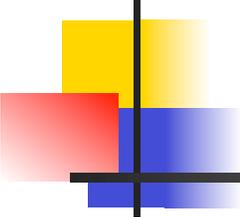
- Align curriculum and teach to rigorous standards
- Differentiate instruction
- Analyze and use data
- Collaborate in PLCs, PLTs, and _____
- Read all those emails and announcements.
- And, be very open minded and committed to the school's teacher evaluation system.



Changes in the Educational Environment Call for Thoughtful and Inspiring Leadership

We can see changes related to . . .

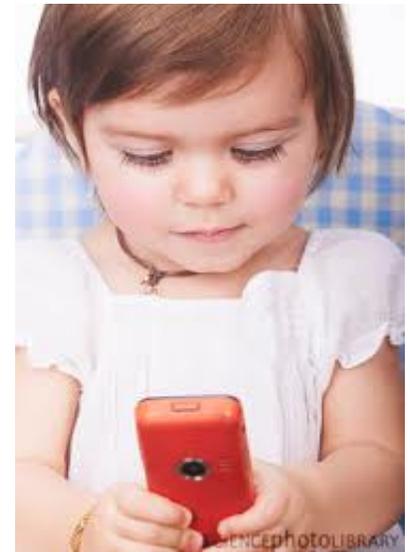
1. Students
2. Teachers
3. Accountability for equitable high levels of learning
4. The science of teaching and learning
5. Professional development
6. Educational tools and resources
7. The skills and knowledge needed for the twenty-first century



I will be able to . . .

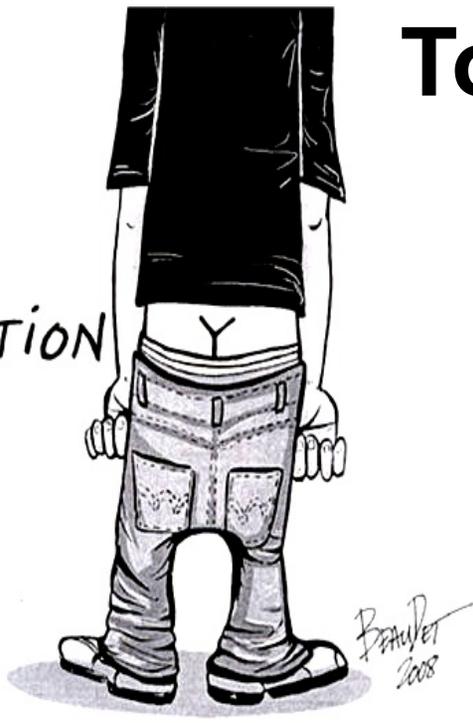
1. Explain what students need from us to demonstrate high achievement.
2. Be familiar with assessment practices that you and your colleagues use.
3. Know how to use data to measure and “cause” student learning and growth.

Students have gone from . . .



To . . .

GÉNÉRATION



To . . .

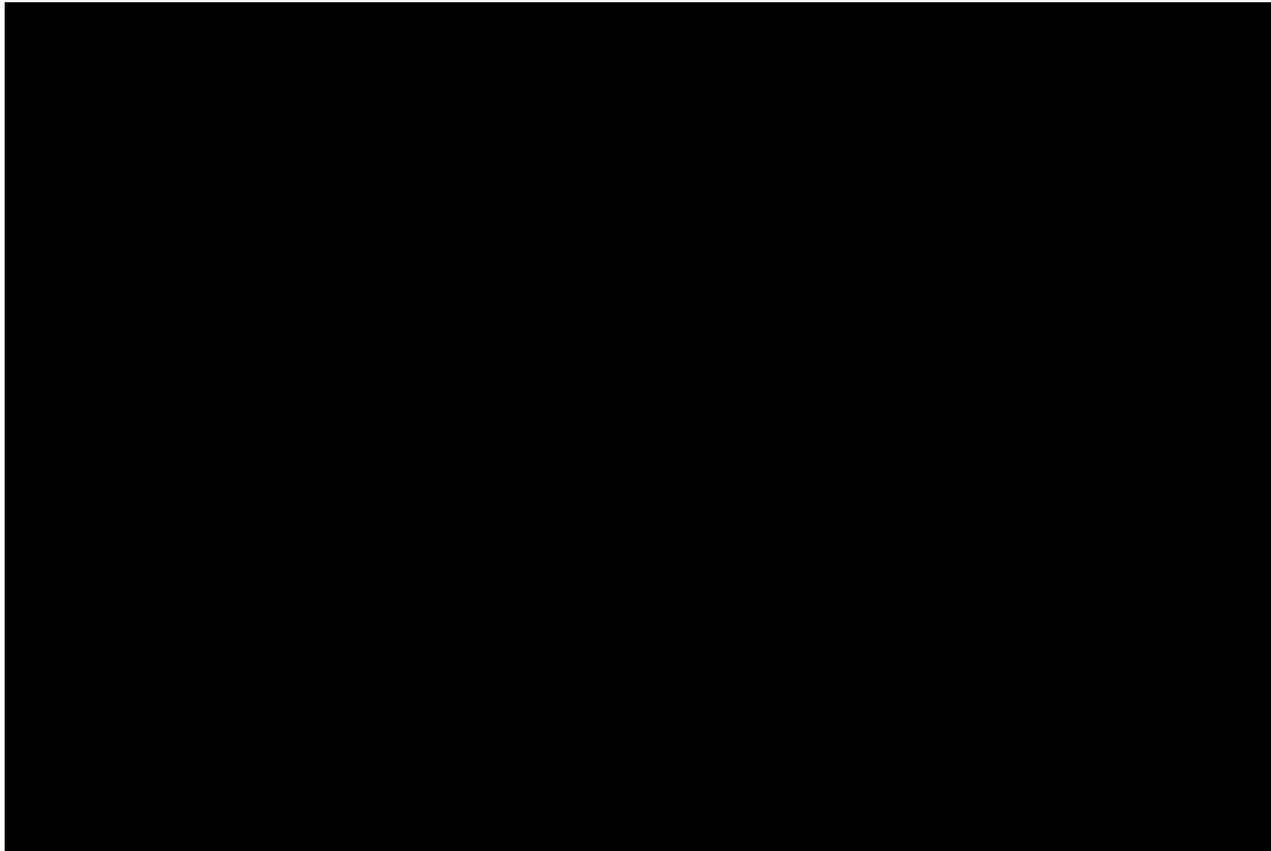


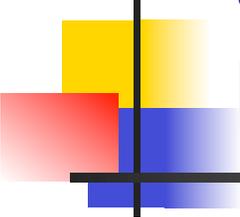


The student's brains have changed.



Their brains are being wired
for a certain kind of learning.





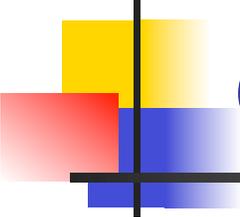
Kids will play a video game, sport, or other activity an average of 100 hours to “get good “ at it.

- They don't . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time

<p>1. Short attention spans and hate to be bored.</p>	<p>Boredom 8-12 minutes</p>
<p>2. Visually preferred</p>	<p>DVD High Definition </p>
<p>3. Want immediate gratification</p>	<p>“I want it now!” “Is it done yet?”</p>
<p>4. Choose to be interactive and hands-on</p>	<p> </p>
<p>5. Love challenge and are curious</p>	
<p>6. Want to succeed (win) using strategies, practice, and do-overs</p>	<p> </p>

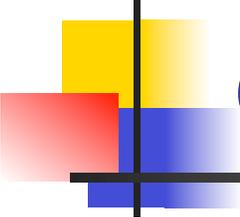
What do you or your teachers do to adapt to the Generation Z?

Students . . .	What does this mean?
1. have short attention spans and hate to be bored.	<ul style="list-style-type: none"> •Use optimal learning time (7-10) minutes and then apply what they learn.
2. are visually preferred.	<ul style="list-style-type: none"> •Use graphic organizers and pictures.
3. want immediate gratification.	<ul style="list-style-type: none"> •Use short-cycle challenge and feedback.
4. choose to be interactive and hands-on.	<ul style="list-style-type: none"> •Create challenges that use multiple neuropathways. •Use cooperative learning.
5. love challenge and are curious.	<ul style="list-style-type: none"> •Be explicit about objectives and cause curiosity.
6. want to win using strategies, practice, and do-overs.	<ul style="list-style-type: none"> •Explicitly teach learning-to-learn strategies that work. •Use re-takes and re-dos.



You might be an experienced educator if . . .

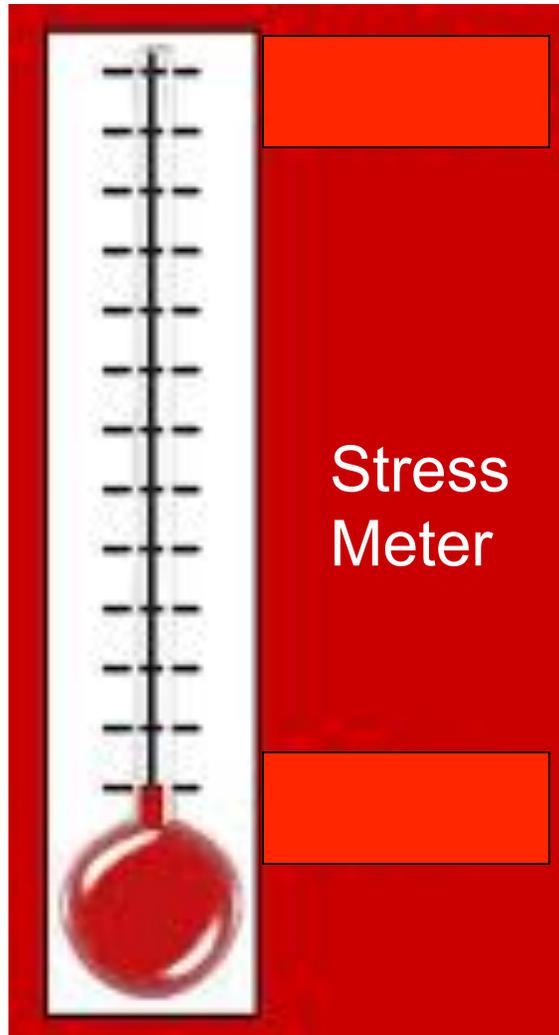
- You want to slap the next person who says, “Must be nice to have all your holidays and summers free.”
- Out in public you feel the urge to talk to strange children and correct their behavior.
- You encourage obnoxious parents to check into other schools or home schooling.



You might be an experienced educator if . . .

- You had a hard time choosing your child's name because there is NO name you could give a child that wouldn't bring on high blood pressure the moment you heard it.
- Around February, your staff vote on having an anti-depressant dispenser in the lounge.

What is your level of anxiety regarding the assessment and accountability expectations?



I am totally **freaking** out.



I'm worried. I need some . . .



I will survive . . .



It use to be easier . . .





**TAKE THIS JOB
AND SHOVE IT**

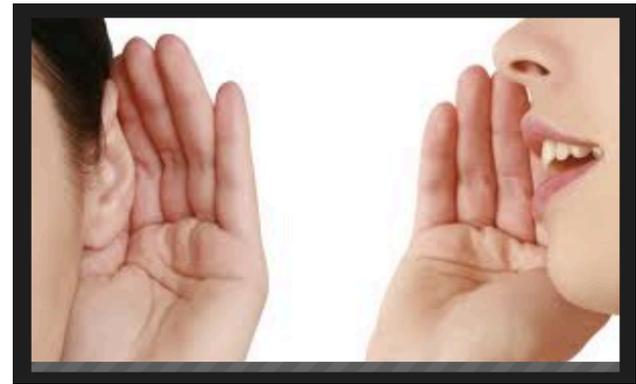
I'M OUTTA HERE

What types of assessments do you use?

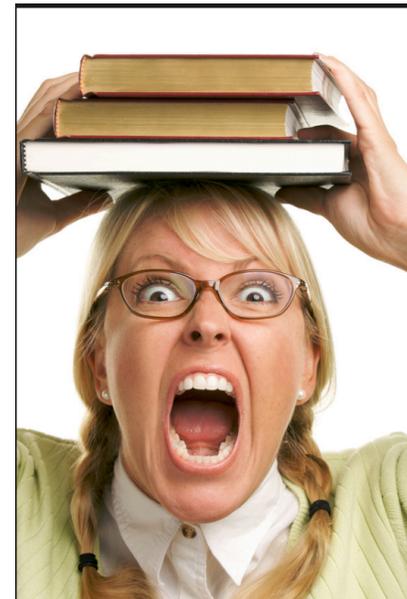
Closed-Ended Selected Response	Open-Ended Constructed Response	Products	Performances	Process-Focused	Student Self-Assessment
<ul style="list-style-type: none"> •multiple-choice •true-false •matching 	<ul style="list-style-type: none"> •fill in the blank •short answer sentence(s) •paragraphs •label diagram •show your work •visual representation •web •concept map •flow chart •graph/table •matrix •illustration 	<ul style="list-style-type: none"> •essay •research paper •log/journal •lab report •story/play •poem •portfolio •art exhibit •science project •model •video/audiotape •spreadsheet 	<ul style="list-style-type: none"> •oral presentation •dance/movement •science lab demonstration •athletic competition •dramatic reading •enactment •debate •musical recital 	<ul style="list-style-type: none"> •oral questioning •observation •“kid watching” •interview •conference •process description •“think aloud” •learning log 	<ul style="list-style-type: none"> •reflection prompts •logs •interviews •inventories •discussion
<p>Portfolio</p>					

Students are talking to us in their assessments.

- Some are whispering.



- Some are yelling.



Students talk to us in their responses.

- What are these students saying to us?

Where was Hadrian's Wall built?

Around Hadrian's garden

What did Mahatma Gandhi and Genghis Khan have in common?

Unusual names

What is a nitrate?

*Much cheaper than a day
rate.*

What happens during puberty to a boy?

He says goodbye to his childhood
enters adulthood.

What is the highest frequency noise that a human can register?

Mariah Carey.



The race of people known as Malays come from which country?

Malaria

Name six animals which live specifically in the Arctic.

Two polar bears
~~Three~~ Four seals

Where was the American Declaration of Independence signed?

At the bottom.

Name one of the early Romans' greatest achievements.

Learning to speak Latin.

What is the meaning of the word 'varicose'?

Close by

What is a fibula?

A little lie

Steve is driving his car. He is travelling at 60 feet/second and the speed limit is 40 mph. Is Steve speeding?

He could find out by checking his speedometer.

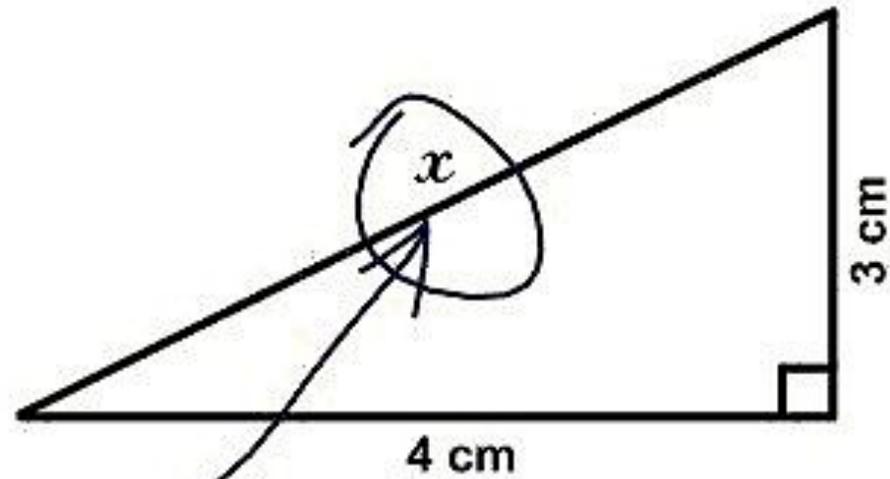
MATH PROBLEM.

John has 32 candy bars. He eats 28. What does he have now?

Diabetes.

John has diabetes.

3. Find x .



Here it is

DEAR ALGEBRA,
PLEASE STOP
ASKING US TO FIND
YOUR X.

SHE'S NEVER COMING BACK
AND DON'T ASK Y.

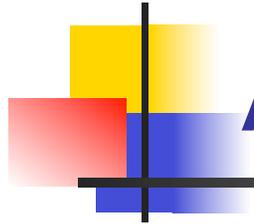
Assessments *of* and *for* learning

of

for

- Assessments done at the end of a “unit” to assess mastery of skills
- Recorded in grade book and make up the grade that is publicly reported.
- **“The GAME”**

- Assessments that are done in the process of learning to help you *and students* know how they are progressing.
- These might be in the grade book, but they may not affect the grade.
- **“PRACTICE”**

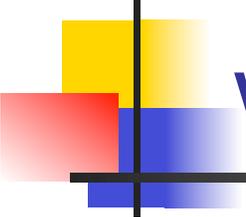


Assessment **for** Learning



Assessment of Learning





What do you want to know when we formatively assess students?

1. What have my **students learned already**, and what do they still need to learn?
2. Why is **performance** the way it is?
3. What do I need to **do next** to meet student learning needs?
4. Which students need **special help**?
5. Have my students **met or are they progressing** on the important achievement standards?

Video Games have affected teaching, learning, and assessment. Kids will play a video game an average of 100 hours to “get good “ at it.

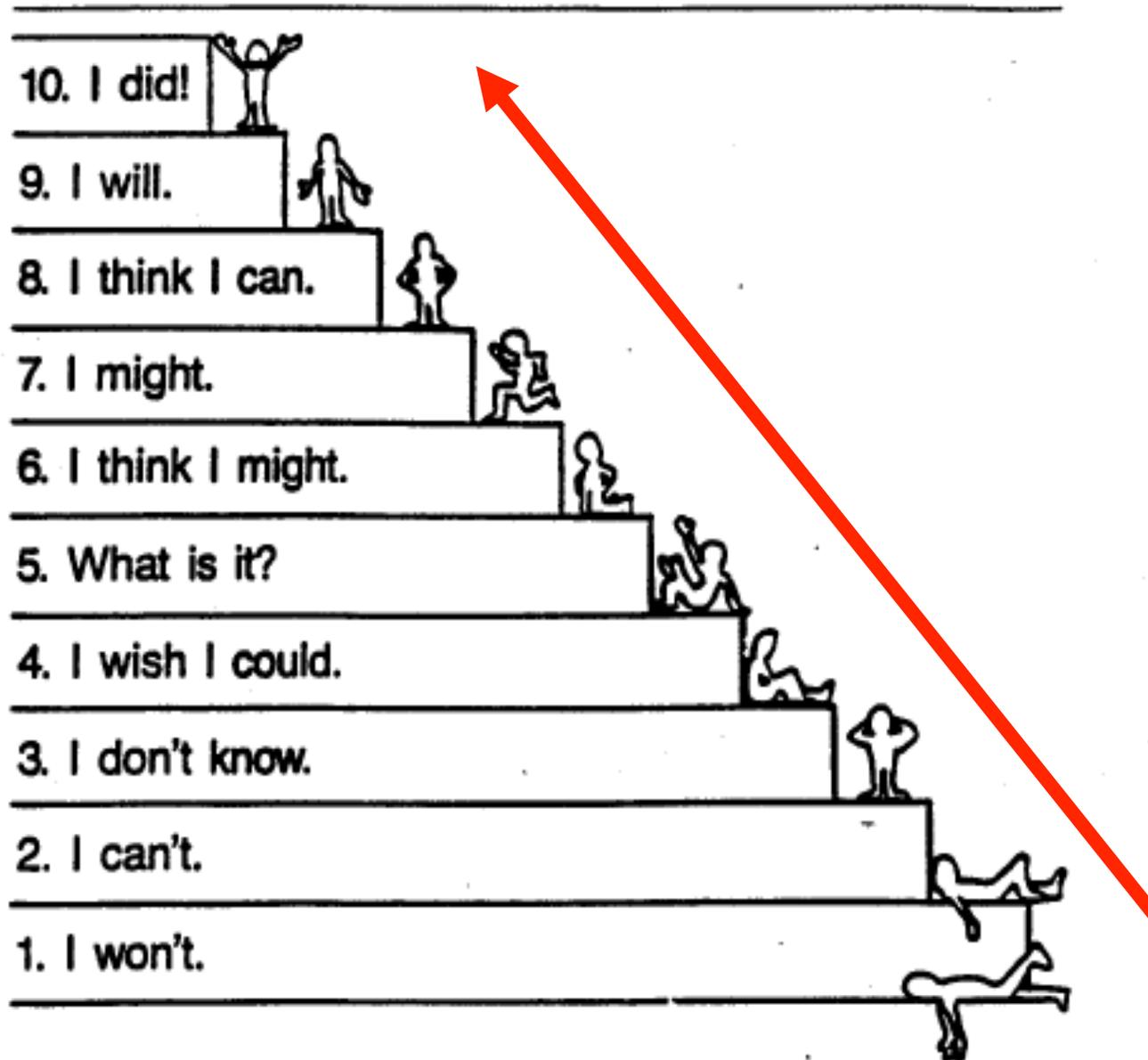
- They don't . . .

- get grades
- get extra credit
- win money
- get public acclaim

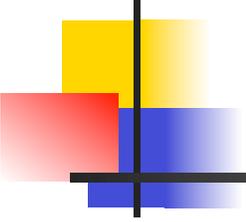
- And they rarely play a game a second time without knowing/learning . . .

1. Objectives/goals
2. Strategies and skills
3. Vocabulary
4. **How well they are doing**
5. **What to do better next time**

POWER THINKING



Marzano,
Tactics in
Thinking, 1989



1

- **Please display and tell us about the essential topics, concepts, vocabulary, and learning objectives/targets and match your assessments and instruction to the learning targets and essential content.**

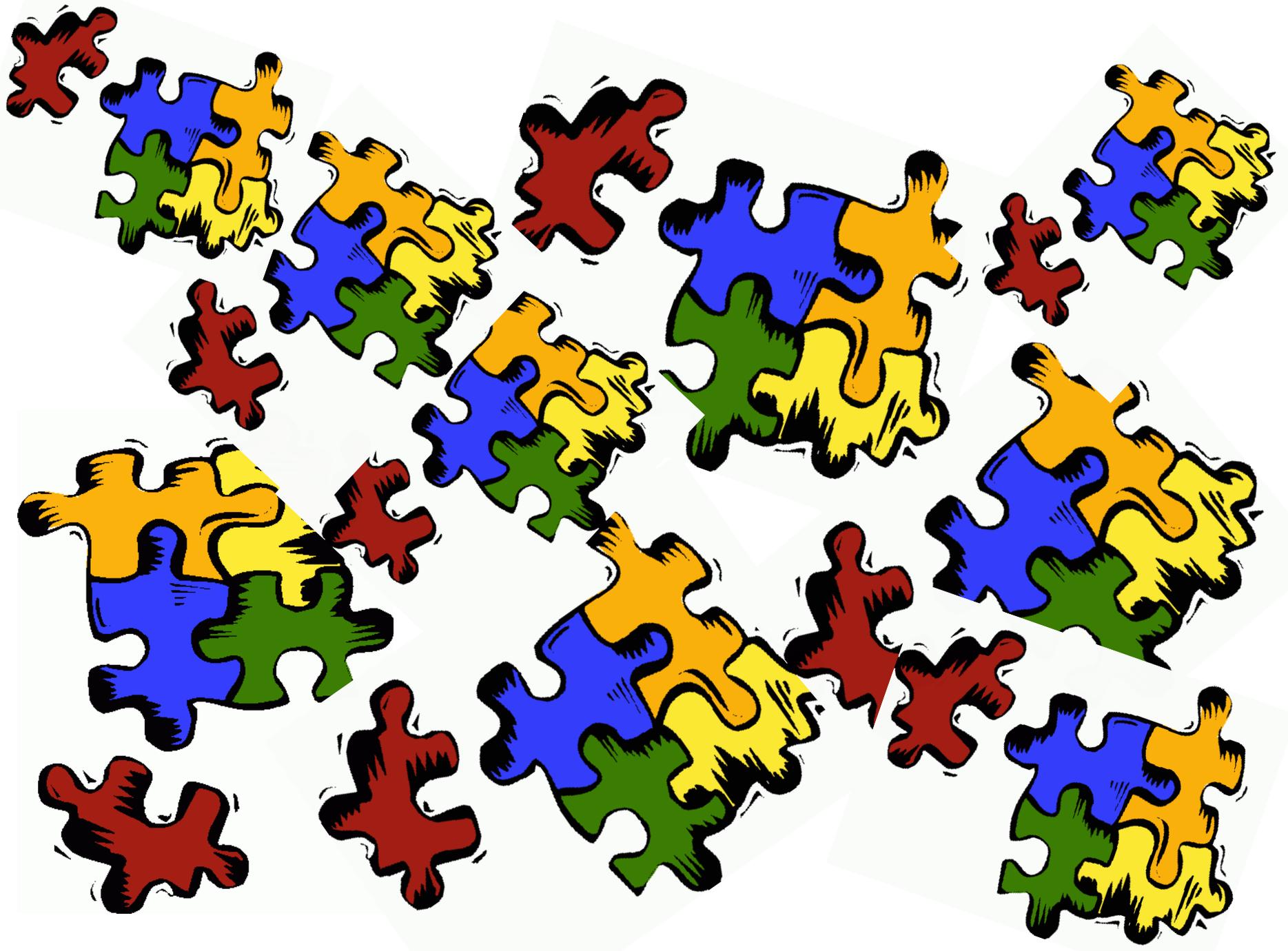
Which scenario would YOU choose if you went to graduate school?

1

- Resource list
- Schedule of classes
- List of course units
- Teacher teaches and then tests

2

- Resource list
 - Schedule of classes
 - List of course units
 - Teaches and tests
- And**
- List of objectives for each unit
 - Provides essential topics, vocabulary, and concepts for each unit
 - Informs you about the types of assessments and the emphasis on each topic
 - Provides strategies for succeeding in the class



Putting the puzzle together is easier when you have the picture on the box before, during, and after learning new content.



ecosystem

biome

reflect

cycle

biotic

nutrient

scavenger

temperature

energy

decomposer

extinction

mutualism

pollution

Organize content vocabulary and concepts visually (graphic organizer) into logical chunks/ categories.

Populations	Ecological Relationships	Food Chains and Webs	Ecosystems
<ul style="list-style-type: none"> •species •population •community •ecosystem •biome •biosphere 	<ul style="list-style-type: none"> • exponential growth • boom and bust • carrying capacity • biomagnification • extinction • pollution • commensalism • mutualism • competition • predation 	<ul style="list-style-type: none"> • producer • primary consumer • secondary consumer • decomposer • scavenger • energy flow • energy pyramid 	<ul style="list-style-type: none"> • climate • weather • biotic factors • abiotic factors • nutrients • matter • cycles

Social Studies

Migration	Hunting/ Gathering	Farming/ Domestication	Population Growth
<ul style="list-style-type: none">• migration• bands• role	<ul style="list-style-type: none">• nomads• pre-history• division of labor	<ul style="list-style-type: none">• agriculture• domesticate• livestock	<ul style="list-style-type: none">• population• village• towns• start of cities• civilizations• beginning of social classes

Romeo and Juliet Unit Overview

Dramatic Terms	Plot/Setting	Characterization	Conflict/Goals	Subjects...Theme	Author's Techniques
<p style="text-align: center;">Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> •Act/scene •Aside, soliloquy, monologue, irony (dramatic/situational) •Pro/antagonist •Tragic vs. pathetic •Stage directions •Set 	<p style="text-align: center;">Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> •Exposition/Introduction •Rising Action •Climax •Falling Action •Denouement •Verona & Mantua, Italy •1500's •Fate, predestination •Plague, black death 	<p style="text-align: center;">Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> •Characterization •Dialogue •Diction •Behavior •Emotions •Will 	<p style="text-align: center;">Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> •Conflict vs. complication •Man vs. man •Man vs. nature •Man vs. God •Man vs. self •Man vs. society 	<p style="text-align: center;">Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> •Fate •Free will •Love •Feuds •Expectations •Guidance •Impulsivity •Premonitions 	<p style="text-align: center;">Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> •Poetry, sonnets •Allusion •Irony (dramatic and situational) •Motif •Hyperbole •Foreshadowing •Fig. language •Personification •Double entendres

Science

Objects in the Sky	Sun and planets	Suns affect on the Earth	Moon's Movement
<ul style="list-style-type: none">•star•planet•crater•galaxy	<ul style="list-style-type: none">•solar system•Names of planets	<ul style="list-style-type: none">•axis•orbit•rotate•season•revolution•equator•gravity	<ul style="list-style-type: none">•lunar•tide•phase

Social Studies

Gov't Articles of Confederation	The Philadelphia Convention / Delegates & Proceedings	Competing Interests / Economic & Political	Principles of the Constitution
<ul style="list-style-type: none">•Federalists•Anti-Federalists•Shay's Rebellion•Northwest Ordinance	<ul style="list-style-type: none">•Socio-Economic Background•Role of Self-Interest	<ul style="list-style-type: none">•New Jersey Plan•Virginia Plan•Three-fifths compromise•Suffrage•Connecticut Compromise	<ul style="list-style-type: none">•Limited Government•Federalism•Separation of Powers•Checks & Balances•Individual Liberties & the Bill of Rights

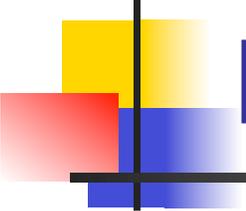
Unit Components

Inductive Reasoning	Segments/Measures	Angle Relationships	Midpoints/Bisectors	Distance Between Points	Perimeter/Circumference/Area
---------------------	-------------------	---------------------	---------------------	-------------------------	------------------------------

Unit Vocabulary/ Concepts/Topics	Unit Vocabulary/ Concepts/Topics	Unit Vocabulary/ Concepts/Topics	Unit Vocabulary/ Concepts/Topics	Unit Vocabulary/ Concepts/Topics	Unit Vocabulary/ Concepts/Topics
<ul style="list-style-type: none"> •Conjecture •Inductive Reasoning •Definition •Undefined Terms •Point •Construction •Compass 	<ul style="list-style-type: none"> •Line •Plane •Collinear Points •Coplanar Points •Line Segments •Endpoints •Straightedge 	<ul style="list-style-type: none"> •Ray •Initial Point •Opposite Rays •Intersection •Postulates • • 	<ul style="list-style-type: none"> •Coordinate •Distance •Length •Distance Formula •Congruent Segments •Supplementary Angle- • 	<ul style="list-style-type: none"> •Complementary Angle •Sides •Vertex •Measure •Interior Angle •Exterior Angle • 	<ul style="list-style-type: none"> •Acute Vertical Angle •Obtuse •Right Angle •Adjacent Angle •Midpoint Formula •Bisect/Bisector •

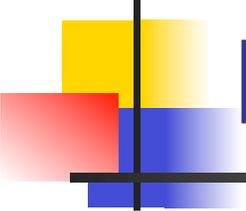
Unit Components

Equipment	Supplies	Safety	Design	Process	Evaluation/Portfolio
<p>Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> • Brayers • Rollers • Carvers • Cutters 	<p>Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> • Block printing inks • Block printing papers • <u>blocks</u> • <u>paper</u> • <u>pencil</u> 	<p>Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> • Handling sharp objects • Handling chemicals and liquids • Movement around the lab • Handling equipment and supplies that contain heat • Responding to emergencies 	<p>Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> • Carved relief blocks • Assembled relief blocks • <u>Handprinting</u> • Colored prints 	<p>Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> • Preparation • Brainstorm Ideas • Task at hand • Clean-up 	<p>Unit Vocabulary/ Concepts/Topics</p> <ul style="list-style-type: none"> • Self-reflect • Rubric • Present • Goal setting • Giving and receiving feedback



Start with the standard and benchmark

Infer meaning from a text using details and examples from a multi-paragraph informational text	4.RI.KID.1.2.c
Locate details and examples that support the explicit meaning of a multi-paragraph informational text	4.RI.KID.1.3.b
Group related information into paragraphs or sections when writing an informative/explanatory text	4.W.TTP.2.1-2.c



Start with the standard and benchmark

Show the calculation of whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

5.SMC.NBT.
2.2-2.b

Make sense of problems and persevere in solving them.

5.SMP.1.c

Construct viable arguments and critique the reasoning of others.

5.SMP.3.c

Social Studies:

Purpose—Learning Targets

I will be able to . . . / I can . . .

1. define and use unit vocabulary.
2. analyze and evaluate the causes and effects of World War I.
3. explain why the revolution occurred in Russia in March 1917.
4. summarize how communism changed the Soviet Union.

Science:

Purpose—Learning Targets

I will be able to . . . / I can . . .

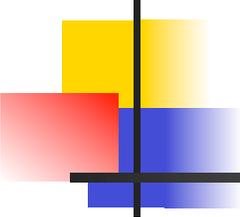
1. define the vocabulary in this unit.
2. describe the energy roles of organisms in an ecosystem.
3. explain food chains and food webs.
4. create a food chain with a given set of animals & plants.
5. construct a food web with related food chains.
6. describe and illustrate the steps in the water cycle.
7. describe and illustrate the steps in the oxygen cycle.
8. compare the various biomes across the earth.

Math:

Purpose—Learning Targets

I will be able to . . . / I can . . .

1. perform basic operations on integers (add, subtract, multiply, divide)
2. apply the order of operations (including the distributive property) to simplify expressions
3. solve equations with one variable involving multiple steps.
4. solve inequalities with one variable.



English:

Purpose—Learning Targets

I will be able to . . . / I can . . .

- paraphrase a short passage.
- mark a text effectively so that I can find material at a later time.
- introduce a quotation so that its context is clear.
- explain an author's use of imagery to develop a theme.
- explain an author's use of foils to develop a theme.
- explain an author's use of generic conventions to develop a theme.

Music:

Purpose—Learning Targets

I will be able to . . . / I can . . .

1. describe specific music events in a given aural example, using appropriate terminology.
2. analyze the uses of elements of music in aural examples representing diverse genres and cultures
3. demonstrate knowledge of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music
4. recognize and describe what is happening in the music

Art:

Purpose—Learning Targets

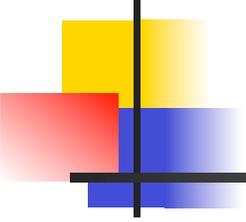
I will be able to . . . / I can . . .

1. define and use unit vocabulary.
2. list the equipment needed for . . .
3. list the supplies needed for . . .
4. describe and apply safety rules pertaining to unit.
5. evaluate my products and personal progress.

Study the Scene for Two Minutes



1. On what floor was someone looking out the window?
2. On what street was the Bakery Shop?
3. What time of day did the accident take place?
4. Was the person who was hit a male?
5. Was there a traffic light on the corner?
6. What was the license number of the parked car?
7. Was the driver a female?
8. Which storekeeper was standing on the street?
9. How many policemen were at the scene?
10. Were there more than 10 people in the crowd?
11. Was the butcher's first name Max?
12. Were there any children in the crowd?
13. From what state was the car that hit the bicycle?
14. Was it a four-door car?
15. How many trees were in the picture?
16. Were there any animals on the street?
17. Was the butcher's address 23 State Street?
18. Was the ad on the wall for cigarettes?
19. Was the weather mild?
20. Was the driver of the car alone?



1

- Please display and tell us about the essential topics, concepts, vocabulary, and learning objectives/targets and **match your assessments and instruction to the learning targets and essential content.**

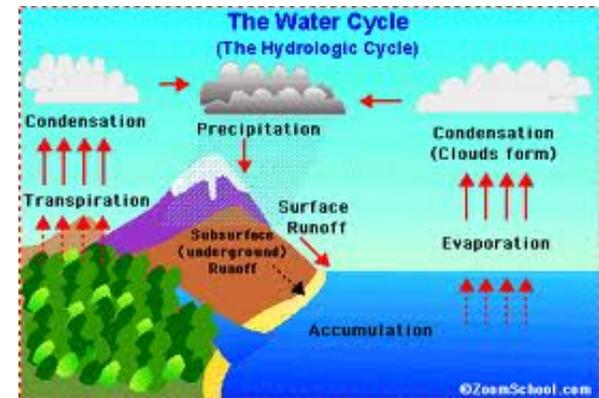
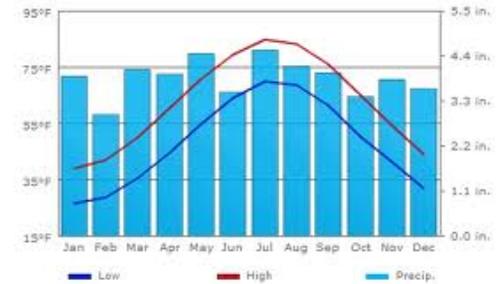
Ways to Help Students Understand and Commit to the Learning Targets/Objectives

1. Teacher states and displays learning goals
2. Students orally state the learning objectives
3. Pair-share new goals and recall previous goals
4. **I will be able to/I can**
5. Students generate and respond to questions
6. **Use visual imagery and neural pathways**
7. **Use movement to represent a skill**
8. Emphasize a word or phrase with speed, intensity, pitch or phrasing
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

Make the Objectives Come Alive

I will be able to . . .

- Draw conclusions from charts about precipitation rates.
- Describe the causes and effects of too much and too little precipitation.
- Explain the water cycle.

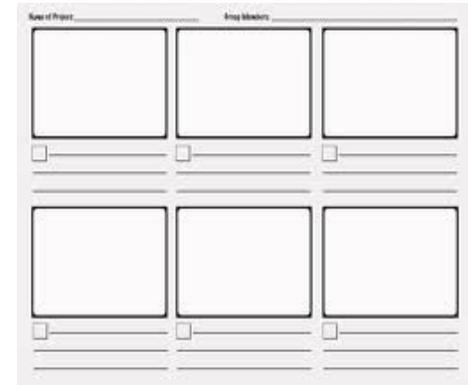


Ways to Help Students Understand and Commit to the Learning Targets/Objectives

1. Teacher states and displays learning goals
2. Students orally state the learning objectives
3. Pair-share new goals and recall previous goals
4. I will be able to/I can and fist of five or three fingers
5. Students generate and respond to questions
6. Use visual imagery and neural pathways
7. Use movement to represent a skill
8. Emphasize a word or phrase with speed, intensity, pitch or phrasing
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

Make the Objectives Come Alive: I will be able to . . . /I can . . .

- Compare the population growth of WWII in America with population growth in Japan.
- Describe the sequence of population growth after WWII.
- Explain the causes and effects of the large growth in population after WWII.



Ways to Help Students Understand and Commit to the Learning Targets/Objectives

1. Teacher states and displays learning goals
2. Students orally state the learning objectives
3. **Pair-share new goals and recall previous goals**
4. I will be able to/I can and fist of five or three fingers
5. Students generate and respond to questions
6. Use visual imagery and neural pathways
7. Use movement to represent a skill
8. Emphasize a word or phrase with speed, intensity, pitch or phrasing
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

Connecting yesterday and today

1. Yesterday, we compared healthy and unhealthy foods such as . . .

(healthy-fruit unhealthy-Cheetos)

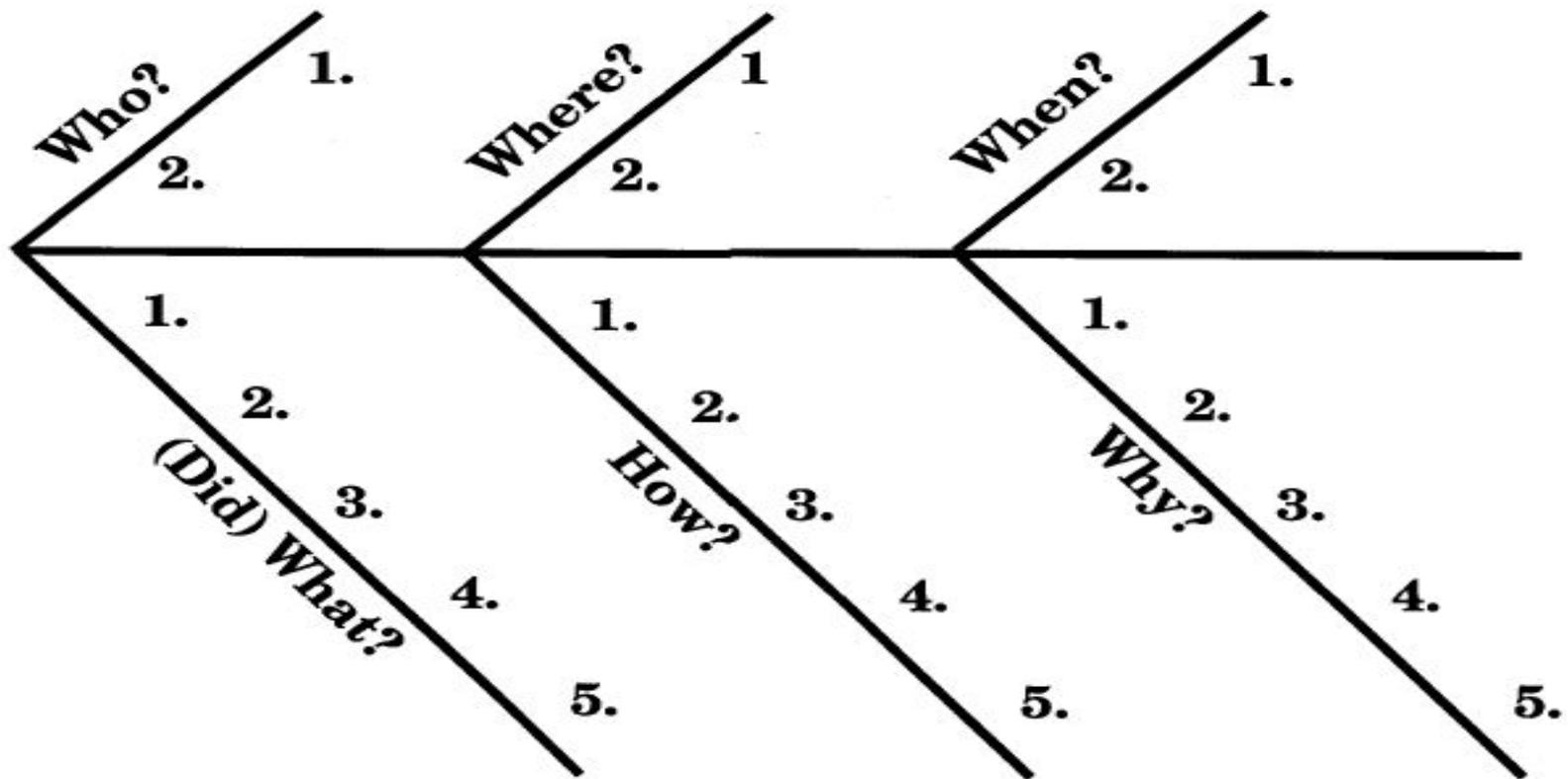


2. Today, we will be able to list types of green vegetables.

Ways to Help Students Understand and Commit to the Learning Targets/Objectives

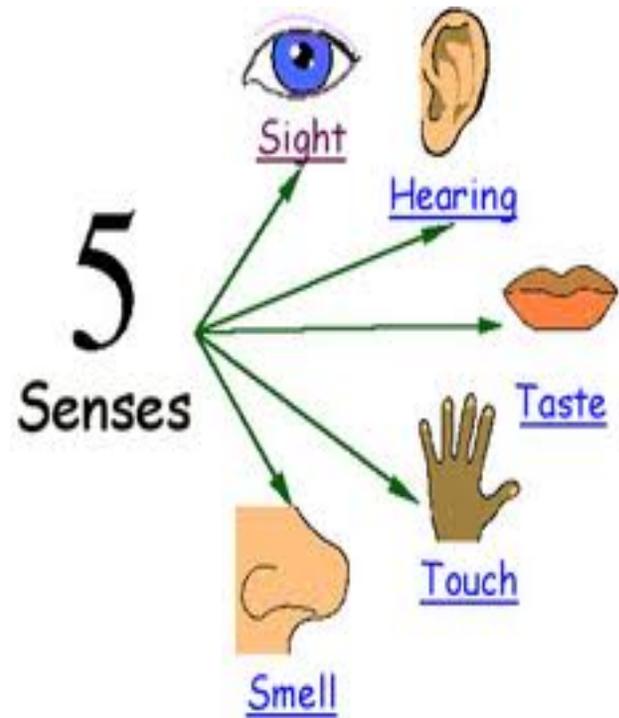
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8. Emphasize a word or phrase with speed, intensity, pitch or phrasing
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

What about sharks?



Make Sense of Senses

1. Name the five senses.



2. State examples of things that you would sense from two senses.

Ways to Help Students Understand and Commit to the Learning Targets/Objectives

1. Teacher states and displays learning goals
2. Students orally state the learning objectives
3. Pair-share new goals and recall previous goals
4. I will be able to/I can and fist of five or three fingers
5. Students generate and respond to questions
6. Use visual imagery and neural pathways
7. Use movement to represent a skill
8. **Emphasize a word or phrase with speed, intensity, pitch or phrasing**
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

Say this phrase

■ **food chain**

Ways to Help Students Understand and Commit to the Learning Targets/Objectives

1. Teacher states and displays learning goals
2. Students orally state the learning objectives
3. Pair-share new goals and recall previous goals
4. I will be able to/I can and fist of five or three fingers
5. Students generate and respond to questions
6. Use visual imagery and neural pathways
7. Use movement to represent a skill
8. Emphasize a word or phrase with speed, intensity, pitch or phrasing
9. Students are assigned learning goals to present.
10. Tag assessment items and homework tasks

(1) 1. City streets are dangerous sometimes because there are many _____.

- a) people walking by all the cars
- b) policemen
- c) toll ways

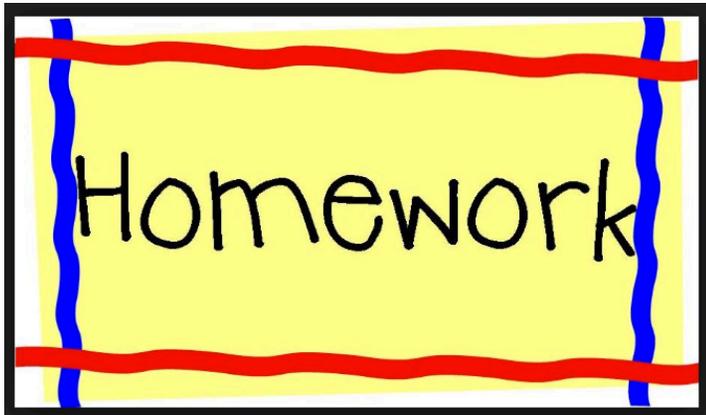
(5) 2. When driving past parked cars, you should stay at least _____ away.

- a) a door' s width
- b) your car' s width
- c) 3 feet

(6) 3. Cities may also have many _____ streets. Cars can only travel in one direction on these roads.

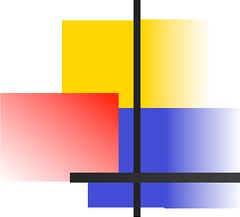
- a) two-way
- b) one-way
- c) city

Connecting



TO



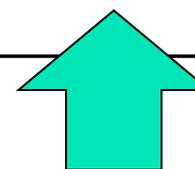


Kids will play a games an average of 100 hours to “get good “ at it.

- They don’ t . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time

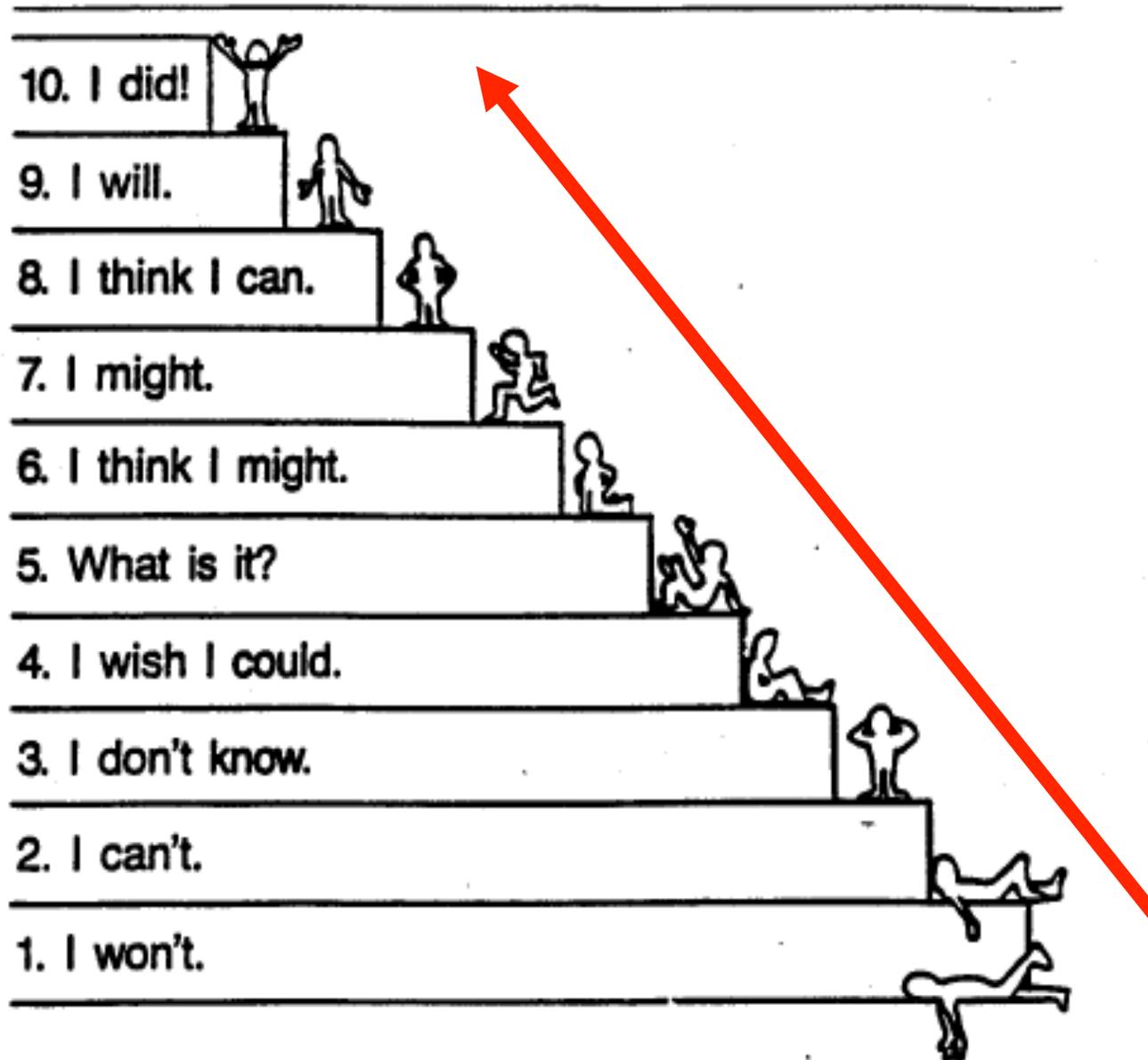
Students need to know . . .

Identify the knowledge components of the unit of study/chapter.	Create a visual organizer that displays the big categories/ideas, concepts, key vocabulary, and topics that are part of the unit/chapter.			
	Chord Properties <ul style="list-style-type: none"> •center •perpendicular •bisector •equidistant •central angle •inscribed angle •radius •intercepted arc •congruent •chord 	Tangent Properties <ul style="list-style-type: none"> •tangent •point of tangency •perpendicular •radius •tangent segments •congruent •externally tangent •internally tangent 	Arcs and Angles <ul style="list-style-type: none"> •parallel lines •secant •inscribed angle •central angle •intercepted arc •congruent •semicircle •right angle •cyclic quadrilateral •supplementary 	Circumference <ul style="list-style-type: none"> •circumference •diameter •radius •pi •perimeter •ratio
Determine the learning targets objectives of the unit of study/chapter.	Create/select learning objectives that represent what you want students to know, be able to do, and understand. <ol style="list-style-type: none"> 1. Define and use unit vocabulary. 2. Describe properties of chords. 3. Describe properties of tangents. 4. Compare common tangents and tangent circles. 	<ol style="list-style-type: none"> 5. Use applications of tangents. 6. Show an arc, tangent, and chord in an original drawing. 7. Describe the relationship between the circumference of a circle and its diameter. 8. Apply the formula for circumference of a circle. 		



Common Core
Standard

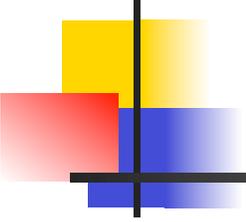
POWER THINKING



Marzano,
Tactics in
Thinking, 1989

The Brain and Successful Learning

Neurotransmitter	Purpose and Result
Noradrenalin	Arousal Energy Drive Excitement
Serotonin	Calming neurotransmitter important to the maintenance of good mood
Acetylcholine	Focus Memory Feelings of pleasure
Dopamine	Pleasure Reward Good Feelings towards others



2

- **Please use a variety of assessments to measure the essential knowledge and skills and give us an opportunity to get frequent feedback about our progress during the learning process.**

Determine the Best Method/Tool for the Learning Target

Question: 10. Points A and B are the end points of a line segment, the length of this segment is less than 20. There are five other points on the line segment, A, C, D, E, and F, which are located at distances of 2, 5, 7, 11 and 14, respectively, from point A. Which of the points should be the midpoint of AD?

- A) C
- B) D
- C) E
- D) F
- E) G

Multiple Choice

Question: 11. How many three digit numbers have the hundreds digit equal to 4 and the units digit equal to 2?

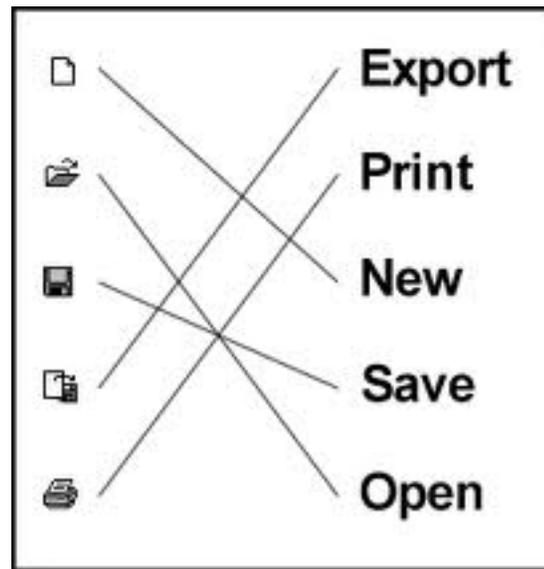
- A) 20
- B) 200
- C) 2000
- D) 20000
- E) 200000

Multiple Choice

Question: 12. If a and b are positive integers, which of the following expressions is equivalent to $(2a^2b)^3$?

- A) $6a^2b^3$
- B) $8a^2b^3$
- C) $8a^6b^9$
- D) $27a^6b^9$
- E) $27a^2b^9$

Answer: 10. C, 11. B, 12. C



What types of assessments do you use?

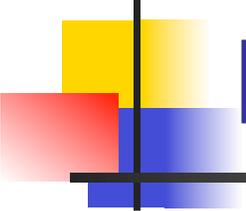
Closed-Ended Selected Response	Open-Ended Constructed Response	Products	Performances	Process-Focused	Student Self-Assessment
<ul style="list-style-type: none"> •multiple-choice •true-false •matching 	<ul style="list-style-type: none"> •fill in the blank •short answer sentence(s) •paragraphs •label diagram •show your work •visual representation •web •concept map •flow chart •graph/table •matrix •illustration 	<ul style="list-style-type: none"> •essay •research paper •log/journal •lab report •story/play •poem •portfolio •art exhibit •science project •model •video/audiotape •spreadsheet 	<ul style="list-style-type: none"> •oral presentation •dance/movement •science lab demonstration •athletic competition •dramatic reading •enactment •debate •musical recital 	<ul style="list-style-type: none"> •oral questioning •observation •“kid watching” •interview •conference •process description •“think aloud” •learning log 	<ul style="list-style-type: none"> •reflection prompts •logs •interviews •inventories •discussion
<p>Portfolio</p>					

Finding Out What Assessment Practices are Being Used in Your School

How do you find out what is really going on with assessment at your school?

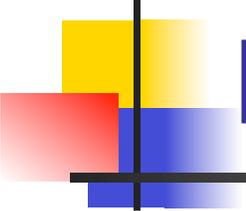
- ___ 1. Select different times to wander around and see when assessment is occurring. Watch the students take tests and watch teachers administering tests.
- ___ 2. Conduct focused observation drop-ins--7 minute classroom snapshots:
 - student focus
 - instructional focus
 - curricular focus
 - assessment focus
- ___ 3. Teach a class or group and prepare a formative assessment to administer to the students.
- ___ 4. Engage in a short pre-observation or post-observation chat about assessment.
- ___ 5. Schedule a one-to-one discussion with a teacher to just talk about assessment of student learning.
- ___ 6. Conduct task or focus group discussions in a department.
- ___ 7. Collect samples of assessments and make comments.
- ___ 8. Collect samples of students' tests and observe the results.
- ___ 9. Talk with the most veteran teachers about how the students have/have not changed in terms of performance on tests and other projects.
- ___ 10. Observe the walls in teachers' classes to see if there are exemplar projects or papers displayed.
- ___ 11. Interview students in the hallways to find out about assessment in their classes.
- ___ 12. Talk to new teachers to find out about challenges they experience with giving grades and assessing students.
- ___ 13. Monitor grade distributions in classes after mid-quarter, quarter, semester reports and talk to teachers who have unusually high D and F grades and high B and A grades. Discuss their assessment practices.
- ___ 14. Talk with students who earned D's and F's to find out about their assessment experiences.
- ___ 15. Talk with teachers of freshmen, sophomores, juniors, and/or seniors and find out the frequency of assessments given for the average student in that year.
- ___ 16. Ask a sample of teachers to turn in a portfolio of assessment artifacts for one or two units of study.
- ___ 17. Ask some teachers for a list of learning objectives and their assessments for the unit to explore coverage, priorities, and formats of tests.
- ___ 18. Ask a group of teachers who give common tests to permit you to observe their discussion about the students' performance on the tests.
- ___ 19. Ask teachers to talk with you about their insights about student performance on a recent test. Ask them to tell you how the results will affect their subsequent instruction, unit design, and assessment.
- ___ 20. Observe teachers when they hand back student assessments.
- ___ 21. Ask teachers to tell you about their homework and student performance on the homework assignments.

More



Start with the standard and benchmark

Infer meaning from a text using details and examples from a multi-paragraph informational text	4.RI.KID.1.2.c
Locate details and examples that support the explicit meaning of a multi-paragraph informational text	4.RI.KID.1.3.b
Group related information into paragraphs or sections when writing an informative/explanatory text	4.W.TTP.2.1-2.c



Start with the standard and benchmark

Show the calculation of whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors.

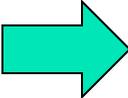
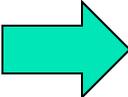
5.SMC.NBT.
2.2-2.b

Make sense of problems and persevere in solving them.

5.SMP.1.c

Construct viable arguments and critique the reasoning of others.

5.SMP.3.c

Objective	Time Spent	Activities/ Strategies	Types of Assessments
<ol style="list-style-type: none"> 1. Write a definition for magma and lava. 2. Compare and contrast intrusive and extrusive igneous rocks. 3. Create a model showing how igneous rocks are formed. 4. Describe the similarities and differences between scoria and obsidian. 5. Describe the similarities and differences between concordant and discordant igneous rock bodies. 6. Discuss what would happen if igneous rocks became very difficult to find? 		<ul style="list-style-type: none"> •Lecture •Modeling •Multi-media •Demos •Guest Speaker •Field Trip •Text Reading  •Presentation •Simulations •Cooperative Learning •Notetaking •Reading •Friendly competition •Computer-Assisted Instruction 	<ul style="list-style-type: none"> • Closed-Ended Selected response • Open-Ended Constructed response • Products • Performance • Process • Student Self-Assessment • Portfolio

We have always changed.

Testing Math In 1950's

- A logger sells a truckload of lumber for \$100. His cost of production is $\frac{4}{5}$ of the price. What is his profit ?

Testing Math In 1960's

- A logger sells a truckload of lumber for \$100. His cost of production is $\frac{4}{5}$ of the price, or \$80. What is his profit?

Testing Math In 1970's

- A logger sells a truckload of lumber for \$100. His cost of production is \$80. Did he make a profit?

We have always changed.

Testing Math In 1980's

- A logger sells a truckload of lumber for \$100. His cost of production is \$80 and his profit is \$20. Your assignment: Underline the number 20.

Testing Math In 1990's

- A logger cuts down a beautiful forest because he is selfish and inconsiderate and cares nothing for the habitat of animals or the preservation of our woodlands. He does this so he can make a profit of \$20. What do you think of this way of making a living? Topic for class participation after answering the question: How did the birds and squirrels feel as the logger cut down their homes? (There are no wrong answers, and if you feel like crying, it's ok).

We have always changed.

Testing Math In 2002-2013 (NCLB days)

- Use your calculator and program how you might figure out how much profit a logger would make in a profitable year. Write a summary to describe your process and to tell how the logger could spend his/her profit.

We are now honoring diversity and learning differences.

Choose 1

Testing Math In 2014-2015

- Draw a picture of a logger who is trying to make a profit.
- Un hachero vende una carretada de maderapara \$100. El costo de la producciones es \$80. Cuanto dinero ha hecho?

Two Important Things to Do



1. Become familiar with Common Core assessment formats and blueprints.
2. Create/Locate/Select formative and summative assessments that “mirror” the format of Common Core assessments or other school assessments.



Mirror Assessments

- **Create/Locate/Select formative and summative assessments that “mirror” the format of Common Core assessments.**

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Read the passage from "The Cricket and the Cougar." Then answer the questions.

from "The Cricket and the Cougar"

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, "Oh, please don't step there. That's my house, and with one step more you will destroy it."

2 The cougar looked down and saw a little cricket sitting on the log. He roared, "And is it you, weak little creature, that dares to tell me where to step? Don't you know that I am king of the beasts?"

3 "You may be king of the beasts, but I am king of my house, and I don't want you to break it down, king or no king."

Part A

What is the meaning of the word **master** as it is used in paragraphs 5 and 6?

- A. understand
- B. conquer
- C. befriend
- D. frighten

Part B

Which detail from the story **best** supports the answer to Part A?

- A. "Don't you know that I am king of the beasts?"
- B. "'Well, little boaster, you have that cousin here to-morrow...'"
- C. "Then he felt a stinging. 'Oh, oh!' he roared, 'get out of my ear!'"

Today you will read two stories about characters who save family members. As you read these stories, you will answer questions and think about the characters. At the end of the task, you will be asked to write an essay using the information from the stories.

Cricket and Cougar

Kira-Kira

Read the passage from “The Cricket and the Cougar.” Then answer the questions.

from “The Cricket and the Cougar”

by Katherine Chandler

1 One day the cougar was out walking in the woods. As he was stepping near an old rotten log, he heard a tiny voice say, “Oh, please don’t step there. That’s my house, and with one step more you will destroy it.”

You have read two stories in which one family member saves another. Write an essay describing the mosquito from “Cricket and Cougar” and one of the main characters from “Kira-Kira.” For each character described:

- Explain how the thoughts, words, and/or actions of the character help you understand what the character is like
- Explain why the character chooses to save his or her family member

Be sure to include specific details from each story to support your ideas.

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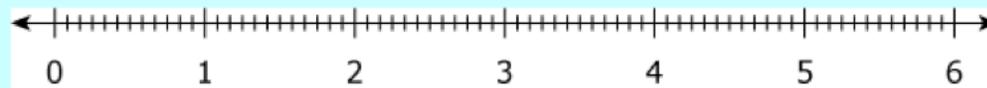
Ava and Mia are comparing the fractions $\frac{3}{2}$ and $\frac{5}{6}$.

Part A

Ava created this number line to graph $\frac{3}{2}$. Select the correct point on the number line to represent $\frac{3}{2}$.



Mia created this number line to graph $\frac{5}{6}$. Select the correct point on the number line to represent $\frac{5}{6}$.



Part B

Is $\frac{3}{2}$ greater than or less than $\frac{5}{6}$? Explain how you know.

Cut

Paste

Undo

Redo

Part C

Write a fraction that is between $\frac{3}{2}$ and $\frac{5}{6}$.

$$\frac{\square}{\square}$$

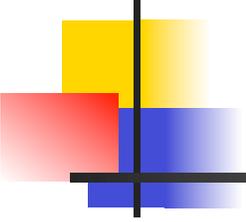
Explain how you know your fraction is between $\frac{3}{2}$ and $\frac{5}{6}$.

Responsible Behaviors Rating Scale

±

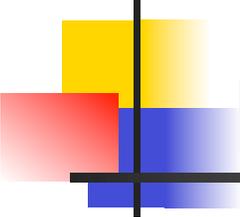
Responsible Behaviors	Always	Most of the Time	Some of the Time	Rarely
Is Prompt and Prepared				
1. Comes on time				
2. Comes with needed materials				
3. Comes with assignments complete				
4. Accepts responsibility for identifying work missed during an absence				
Respects Authority				
5. Follows directions promptly				
6. Accepts responsibility for behavior				
7. Follows school rules and regulations				
Respects Others				
8. Uses appropriate voice and language				
9. Listens to speaker				
10. Refrains from harassment				
11. Manages and resolves disagreement and conflict				
12. Displays courtesy and tact				
13. Allows others to remain on task				
14. Works cooperatively with others to achieve group goals				
15. Values diversity				

Respects Property				
16. Uses facilities, equipment, and resources appropriately				
17. Requests to use the property of others				
Creates/Does Quality Work				
18. Understands and commits to learning goals and tasks				
19. Makes realistic plans and manages time to address questions and tasks				
20. Remains on task in independent and group situations				
21. Applies established standards while completing tasks/assignments				
22. Uses guidelines and criteria to evaluate work progress				
23. Responds productively to feedback from others by making corrections and adjustments				
24. Seeks help when needed from teachers, peers, parents, and other sources				
25. Applies problem solving strategies productively				
26. Applies decision making strategies productively				
27. Shows determination/perseverance in pursuit of a goal				
28. Controls and alters mood and impulsivity				
29. Recognizes incremental progress and celebrates success/achievement				
30. Establishes personal improvement goals and plans				



2

- Please use a variety of assessments to measure the essential knowledge and skills and **give us an opportunity to get frequent feedback about our progress during the learning process.**



But wait! You haven't earned any points yet.

- Let's test your skills and knowledge.



Question 10: Given A and B are the end points of a line segment, the length of the segment is less than 25. There are five other points on the line segment, A, L, M, N and O, which are located at distances of 2, 5, 8, 11 and 14, respectively, from point A. Which of the points could be the midpoint of AB?

- A) L
- B) M
- C) N
- D) O

Multiple Choice

Question 11: How many three digit numbers have the hundreds digit equal to 4 and the units digit equal to 2?

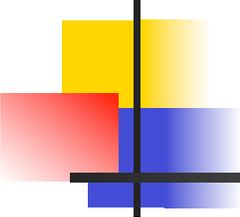
- A) 90
- B) 99
- C) 81
- D) 9
- E) 28

Multiple Choice

Question 12: If x and y are positive integers, which of the following expressions is equivalent to $(2x^2y)^3$?

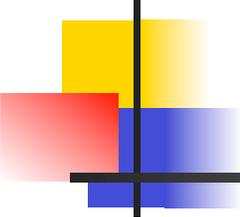
- A) $6x^2y$
- B) $8x^2y$
- C) $2x^6y^3$
- D) $8x^6y^3$
- E) $6x^6y^3$

View the full question...



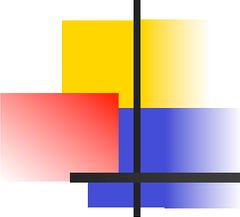
Main Idea/Concept:

- hammer
- screwdriver
- hand drill
- chisel
- saw



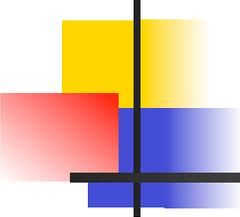
Main Idea /Concept:

- Washington
- Lincoln
- Roosevelt
- Eisenhower
- Madison



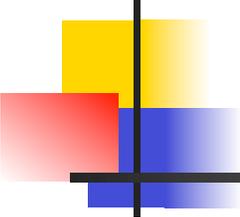
Main Idea /Concept:

- bed
- chair
- sofa
- desk
- dining table



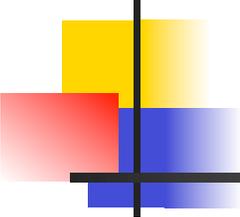
Main Idea /Concept:

- Rose
- Sylvia
- Harriet
- Pennie
- Caryl



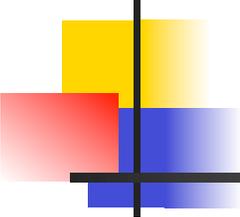
Main Idea /Concept:

- schematic association
- metacognitive assimilation
- synaptic neuropathic patterning
- dendrite pruning
- cerebral dissonance



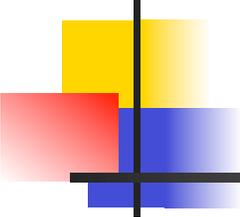
Main Idea /Concept:

- violin
- harp
- clarinet
- banjo
- guitar



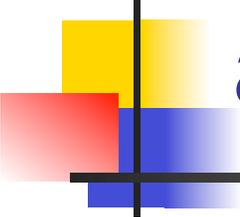
Main Idea /Concept:

- schematic association
- metacognitive assimilation
- synaptic neuropathic patterning
- dendrite pruning
- cerebral dissonance



Main Idea / Concept:

- Pontiac
- Oldsmobile
- Hummer
- Yugo
- Plymouth



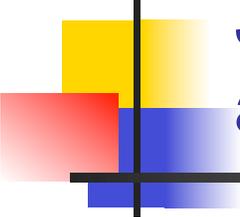
Use a motivating cycle of
assessment and feedback.

Shortened-Cycle Assessment

Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Teach, assess, and provide corrective or enrichments	Evaluate (Summative Test)
---	---	---	---	---------------------------------

Long-Cycle Assessment

Teach	Teach	Teach	Teach	Evaluate (Summative Test)
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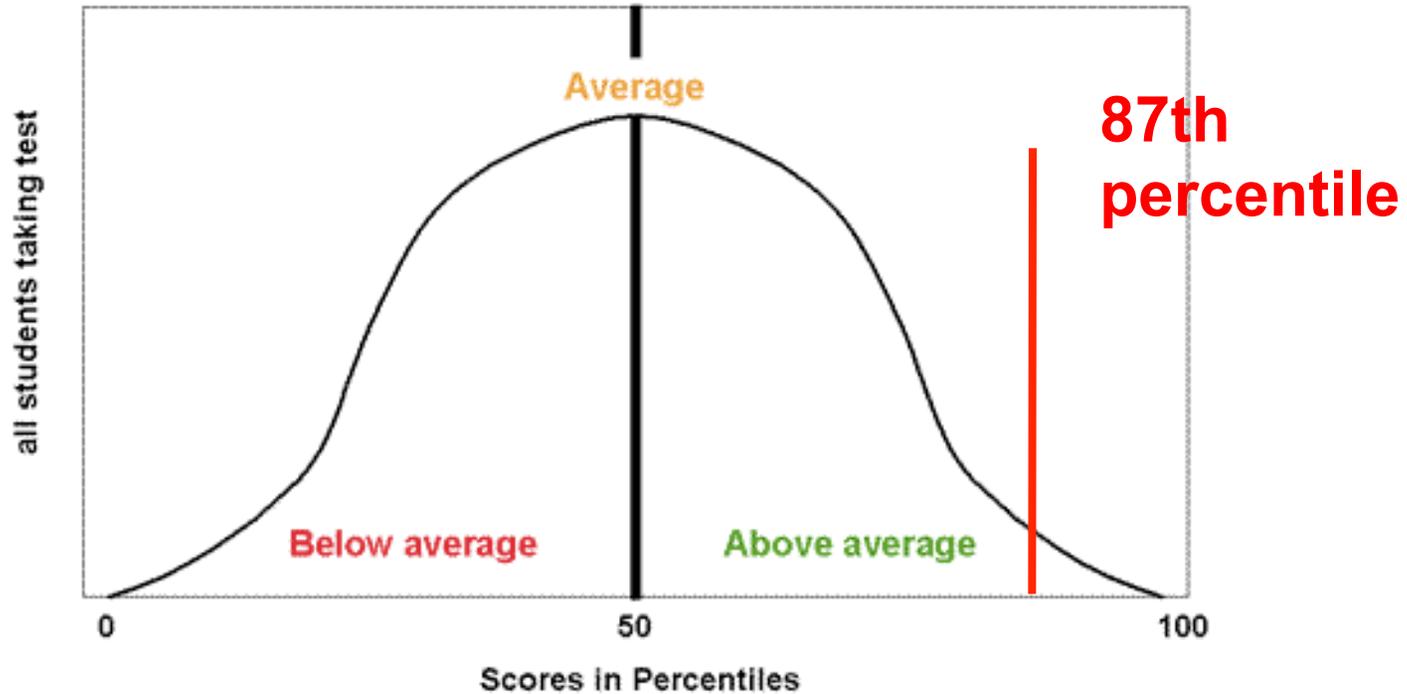


John Hattie-reviewed 7,827 studies on learning and instruction

- Conclusion . . . “The most powerful single innovation that enhances achievement is feedback. The simplest prescription for improving education must be dollops of feedback.”
- Conclusion: Providing students with specific information about their standing in terms of particular objectives increased their achievement by **37 percentile points**.

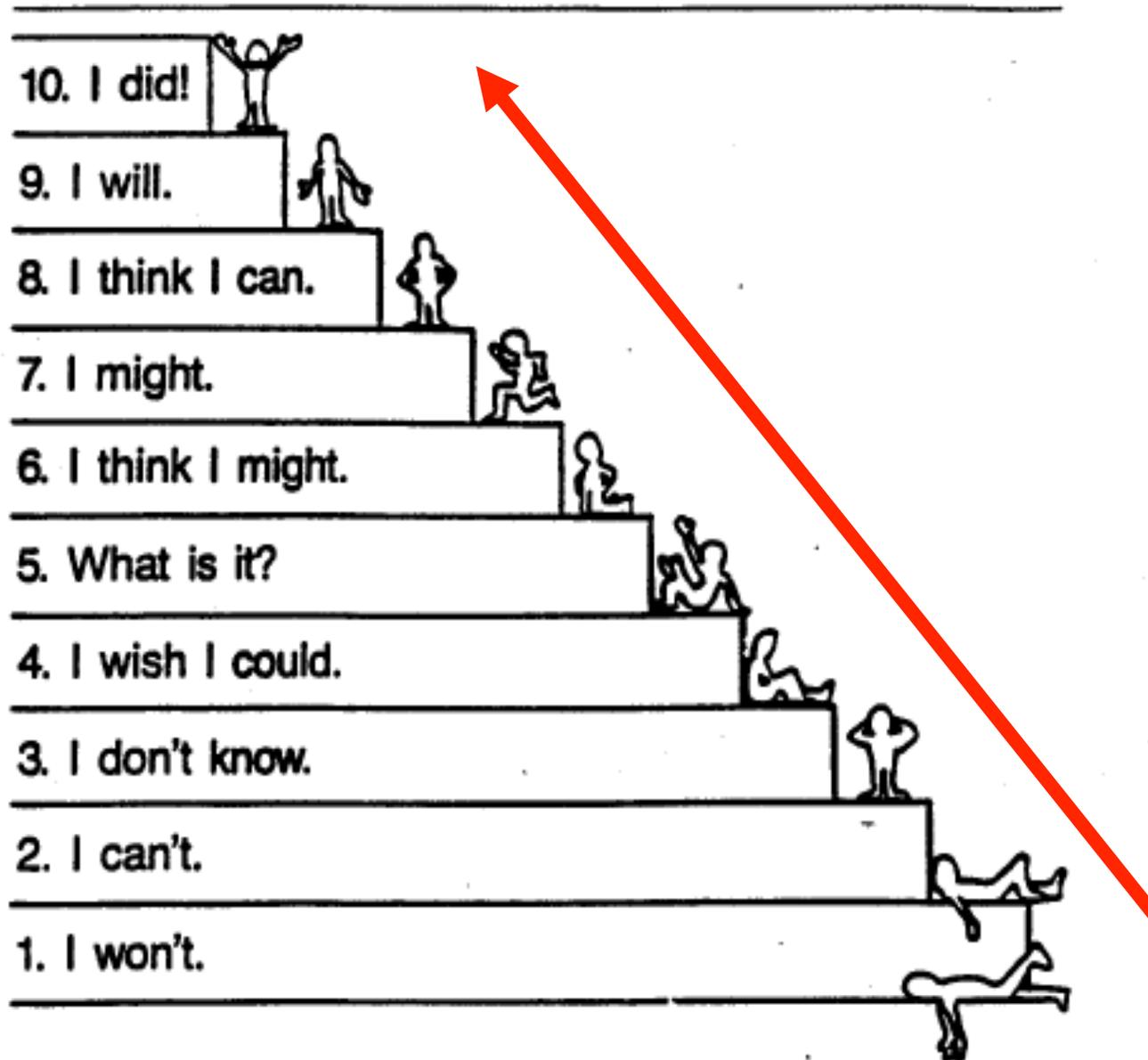
The Bell Curve

Norm-referenced Tests (NRTs) are designed to compare student performance to other students

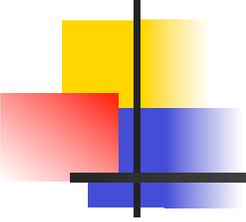


**Objectives and feedback
(37 percentile increase)**

POWER THINKING

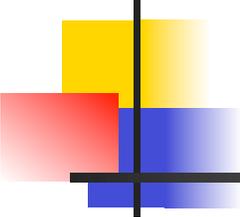


Marzano,
Tactics in
Thinking, 1989



Formative Assessment

- Assessment should be used **diagnostically to alter teaching and learning.**
- Assessments become formative when the **information is used to adapt teaching and learning** to meet student needs.



Lesson/Assessment Pacing Plan

Day 1	Day 2	Day 3	Day 4	Day 5
Learning Target/Goals				
Activities/Strategies	Activities/Strategies	Activities/Strategies	Activities/Strategies	Activities/Strategies
Assessment/Homework	Assessment/Homework	Assessment/Homework	Assessment/Homework	Assessment/Homework

Page 5 of your brochure

Choose two Formative Assessments (see website)

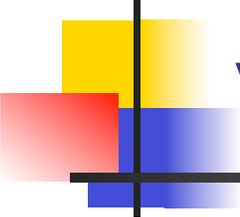
<ol style="list-style-type: none">1. Tests2. Quizzes3. Homework4. Exit tickets/card5. Full participation question and answer6. Short writes (e.g., summaries, responses to question prompts)7. Graphic organizers/web/concept map8. Problem solving observation	<ol style="list-style-type: none">9. Student self-assessment10. Survey students11. Hand signals12. Misconception check13. Student conference14. 3-minute pause15. Observation16. Portfolio check17. Journal entry18. Choral response19. A-B-C Relate Summaries20. Debriefing	<ol style="list-style-type: none">21. Idea Spinner (e.g., predict, explain, summarize, evaluate)22. Inside-Outside Quiz Circle23. Numbered Heads Together24. One-word Summary25. One Sentence Summary26. Ticket to Leave27. Think-Pair-Share/ Turn to Your Partner28. Oral Questioning29. Show and tell30. Model it
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SCHOOLIES

© 2006 by John P. Wood

I'M GONNA NEED MORE
SPECIFIC FEEDBACK ON MY
FORMATIVE ASSESSMENTS.



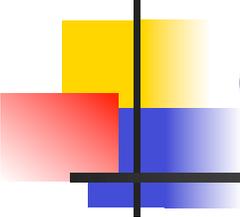


Create a test/quiz to assess vocabulary

1. Matching test including words and definitions
2. Context (fill-in-the-blank sentences in which only one of the words appropriately makes sense in the context)
3. Cloze (fill-in-the-blank with a word bank)
4. Word in context multiple choice
5. Write a sentence
6. Word and identify word part (i.e., root, prefix, suffix)
7. Multiple choice with four or five choices

Objective: Define and use academic vocabulary.

Definitions	Words
1. 2. 3. 4.	a. b. c. d.
10-15 items	Add two to four more words than definitions.



Cloze Example

Can we see (1) the earth is a globe? Yes, we can, when we watch a ship that sails out to sea. If we watch closely, we see that the ship begins (2) The bottom of the ship disappears first, and then the ship seems to sink lower and lower, (3) we can only see the top of the ship, and then we see nothing at all. What is hiding the ship from us? It is the earth. Stick a pin most of the way into an orange, and (4) turn the orange away from you. You will see the pin disappear, (5) a ship does on the earth.

Word Bank

desserts

angel

lychee

decaffeinated

foods

Shark

corn

pods

brisket

Red Delicious

vegetable

meat

crammed

peaches

tender

fruits

banana

skin

ice cream

Chiquita

chocolate

Diet Rite

ground

beans

cob

artichoke

soda

apples

peas

green

cake

tea

seeds

coffee

orange

chopped

frappe'

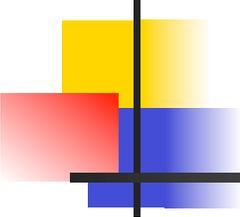
agneau

Desserts	Meat	Beverages	Vegetable	Fruits
Angel cake ice cream chocolate	tender ground chopped brisket skin agneau	decaffeinated Shark Diet Rite tea soda coffee frappe'	corn pods seeds artichoke peas creamed beans cob green	Red Delicious apples peaches banana lychee orange Chiquita

Page 5 of your brochure

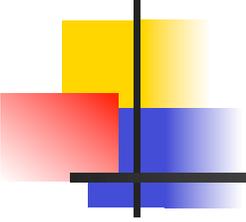
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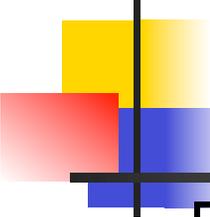
Lesson/Assessment Pacing Plan

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Learning Target/Goals				
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Assessment/Homework	Assessment/Homework	Assessment/Homework	Assessment/Homework	Assessment/Homework



3

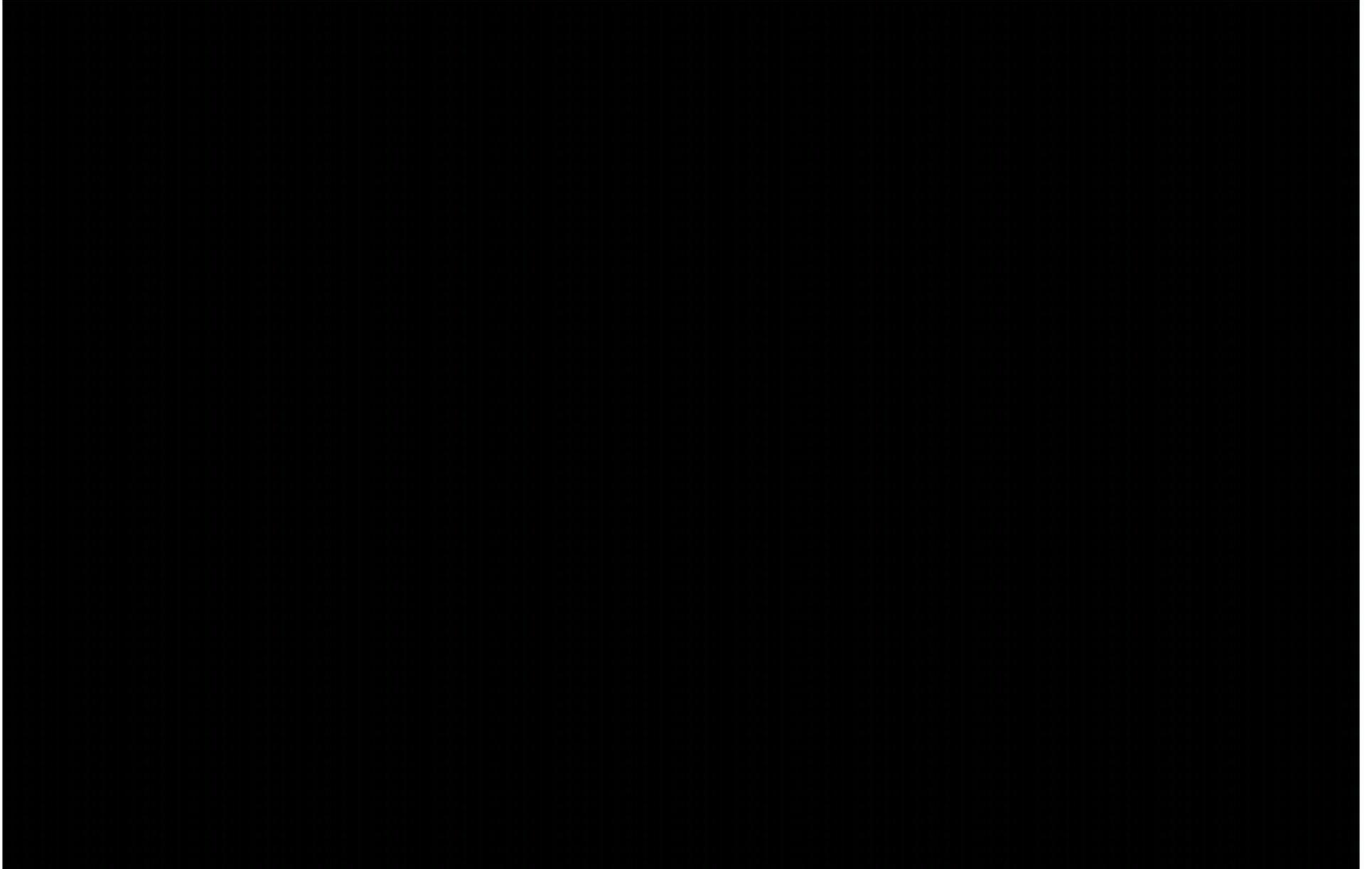
- **Please display and tell us the product and presentation criteria (i.e., rubric, checklists) when the assignment is given, show us exemplars, and then give us feedback and frequent opportunities to self assess and adjust our strategies and work.**



Would students be more motivated and perform better or worse on performance assessments if . . .

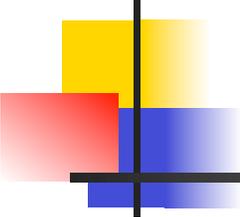
Rubrics are distributed at the beginning of the assignment with exemplars and discussion?	Better	Worse
Teachers teach strategies and techniques to achieve the expectations?	Better	Worse
Students receive feedback from peers and the teacher?	Better	Worse
Students are guided through self-assessment to note incremental progress and the need for revision or change in strategy or performance?	Better	Worse

Will teacher assessment and evaluation become like this?



Why use descriptive rubrics?

Rubrics . . .



1. provide students with expectations about what will be assessed as well as standards that need to be met.
2. provide student with “road signs” – information about where they are in relation to where they need to be.
3. increase consistency in the rating of performances, products and understandings when used by students during self/peer assessment, and by teachers.

Cleaning a Bathroom

- Toilet
- Sink
- Floor
- Mirrors
- Shower
- Supplies
- Counter



Cleaning a Bathroom: Toilet



Travel Brochure Task

You have been looking for a job that will help you explore a possible career choice in the travel business. You were able to get a "high-paying" job in the travel agency which just opened in the area. Since the office is new, it was given the task by the owner to create a number of new brochures for people who want to travel to different locations in the world.

You have been asked to create a brochure that can be used to help these new potential clients decide where to go on vacation for **7 or 10 days**. The information in the brochure must be clearly and attractively presented, easy for customers to understand, free of grammatical, spelling, punctuation errors, and it should be accurate.

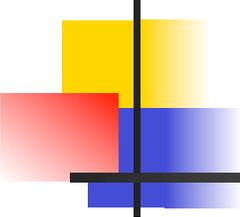
3. The brochure must include:

1. a **cover page** including the location, a "catch phrase", and a picture
 2. **geographic information**
 - exact location of this place in the world
 - temperature ranges during the entire year
 - ways to get to the location such as land, sea, air
 - physical features such as (mountains, oceans, deserts, etc.)
 3. **interesting sights to visit and culture**
 - historical sights **(4)**
 - special geographic features to visit (specific waterfalls, mountains, forests, etc.) **(3)**
 - buildings (seat of government, special architecture, etc.) **(3)**
 - shopping sites and ideas (3)
 - entertainment (night clubs, theaters, arcades, concerts, professional sports, etc.) **(3)**
- Note:** consider putting together a tour of several places of interest (optional)
4. **recreational activities** for physically active people (hiking, surfing, swimming, etc.) **(3)**
 5. **food** available and possible restaurants **(3)**
 6. **costs** of the trip
 - hotels, transportation, tours and other necessary fees and expenses
 7. the **process of arranging the trip** with the travel agency and special needs (passports, what to pack, how to go about paying and planning, etc.)
 8. name, address, and telephone number of the **travel agency** and names of the travel agent
 9. at least two small **illustrations** such as a graph, map, or picture

Leadership Rubric

Degree of Performance

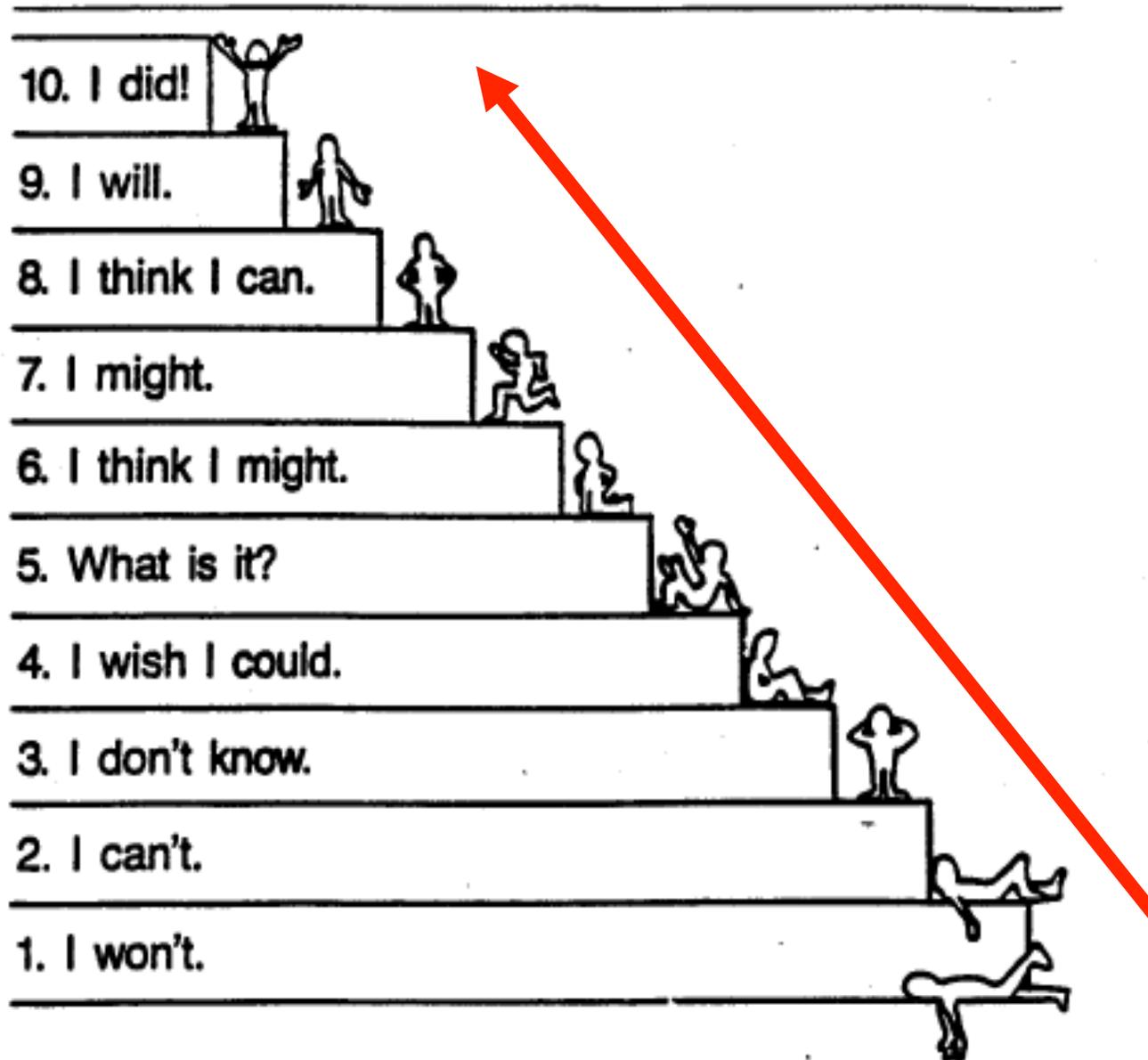
AREA OF PERFORMANCE	FAR EXCEEDS JOB REQUIREMENTS	EXCEEDS JOB REQUIREMENTS	MEETS JOB REQUIREMENTS	NEEDS IMPROVEMENT	DOES NOT MEET MINIMUM REQUIREMENTS
QUALITY OF WORK	Leaps tall buildings with a single bound	Leaps tall buildings with a running start	Can leap short buildings if prodded	Bumps into buildings	Cannot recognize buildings
PROMPTNESS	Is faster than a speeding bullet	Is as fast as a speeding bullet	Would you believe a slow bullet?	Misfires frequently	Wounds self when handling gun
INITIATIVE	Is stronger than a locomotive	is strong as a bull elephant	Almost as strong as a bull	Shoots the bull	Smells like a bull
ADAPTABILITY	Walks on water	Keeps head above water under stress	Washes with water	Drinks water	Passes water in emergencies
COMMUNICATIONS	Talks with God	Talks with the angels	Talks to himself	Argues with himself	Loses arguments with self



High performers . . .

- want to engage in the task.
- know the standards.
- learn strategies to achieve the benchmarks.
- practice and get great coaching.
- **self-assess**
- solve problems.
- celebrate success.

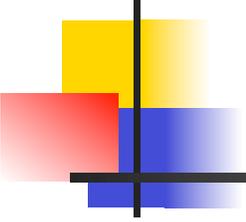
POWER THINKING



Marzano,
Tactics in
Thinking, 1989

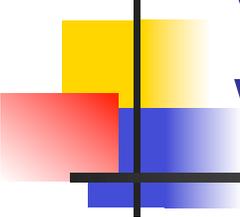
ALL students can improve skills and develop strategies with . . .





4

- **Please item analyze our assessment results to determine strengths and needs.**

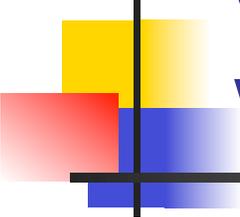


Examine student assessment data to determine why is performance the way it is.

1. Match (i.e., tag) your assessment items and tasks with the learning objectives/targets to make sure that you are assessing essential content and skills comprehensively.

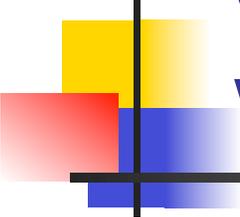
How are students doing?

Objective 1	Questions Performance Product Features
Objective 2	Questions Performance Product Features
Objective 3	Questions Performance Product Features
Objective 4	Questions Performance Product Features
Objective 5	Questions Performance Product Features



Examine student assessment data to determine why is performance the way it is.

Item analyze the assessment results to determine the strengths and needs of students related to essential content and skills.



Examine student assessment data to determine why is performance the way it is.

Determine possible reasons for low performance.

- questionable assessment item(s)
- instruction didn't match the assessment
- specific content/skills were not taught frequently enough or for an appropriate duration
- the rigor of the item(s) differed from instruction
- students lack learning-to-learn strategies/skills or prerequisite knowledge
- too much content or too many skills were assessed
- Other (please specify)

Skills to WIN at School!

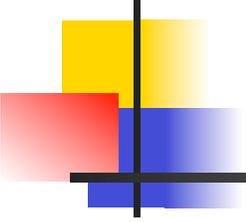
Content Area Knowledge and Skills ✓

Learning-to-Learn Skills

1. Memory Storage and Retrieval ✓
2. Note taking ✓
3. Vocabulary Attainment and Development ✓
4. Writing/Summarizing
5. Reading for Information and Literary Analysis
6. Solving Multi-Step Math and Scientific Problems

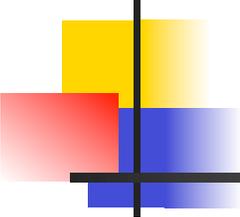
Executive Functioning Skills

1. Goal Setting ✓
2. Planning ✓
3. Organization ✓
4. Problem Solving
5. Self-Assessment/
Monitoring ✓
6. Focusing Attention ✓
7. Impulse Control
8. Self-Advocacy ✓



5

- **Please teach us learning-to-learn skills/strategies and executive functioning skills and let us re-do and re-take assessments**



Hot Topics-SD Du Jour

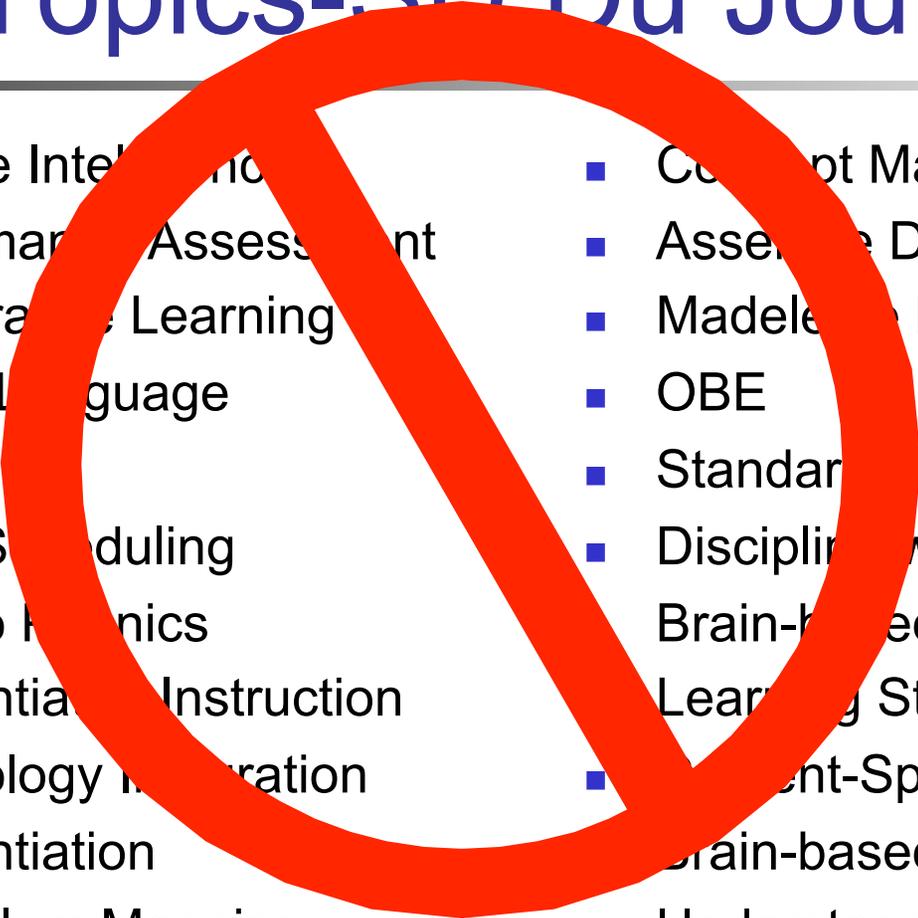
- Multiple Intelligences
- Performance Assessment
- Cooperative Learning
- Whole Language
- ESL
- Block Scheduling
- Back to Phonics
- Differentiated Instruction
- Technology Integration
- Differentiation
- Curriculum Mapping
- Concept Mapping
- Assertive Discipline
- Madeleine Hunter
- OBE
- Standards-based Learning
- Discipline with Dignity
- Brain-based Learning
- Learning Styles
- Content-Specific
- Brain-based Learning
- Understanding by Design

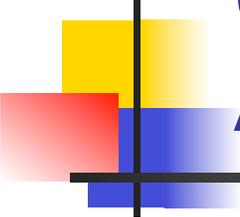
We may need change therapy.



NO MORE SD Buffets

Hot Topics-SD Du Jour

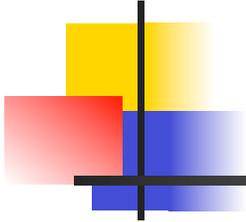
- 
- Multiple Intelligences
 - Performance Assessment
 - Cooperative Learning
 - Whole Language
 - ESL
 - Block Scheduling
 - Back to Basics
 - Differentiated Instruction
 - Technology Integration
 - Differentiation
 - Curriculum Mapping
 - Concept Mapping
 - Assessment Discipline
 - Madeline Hunter
 - OBE
 - Standards-based Learning
 - Discipline with Dignity
 - Brain-based Learning
 - Learning Styles
 - Student-Specific
 - Brain-based Learning
 - Understanding by Design



Categories of Instructional Strategies That Affect Student Achievement

Category	Percentile Gain
■ Identifying Similarities and Differences	45
■ Summarizing and note taking	34
■ Reinforcing effort and providing recognition	29
■ Homework and practice	28
■ Non-linguistic representations	27
■ Cooperative Learning	27
■ Setting objectives and feedback	23
■ Generating and testing hypotheses	23
■ Question, cues, and advanced organizers	22

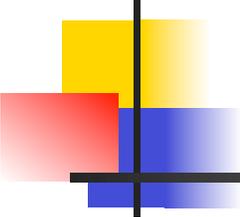
Student and teacher success require . . .



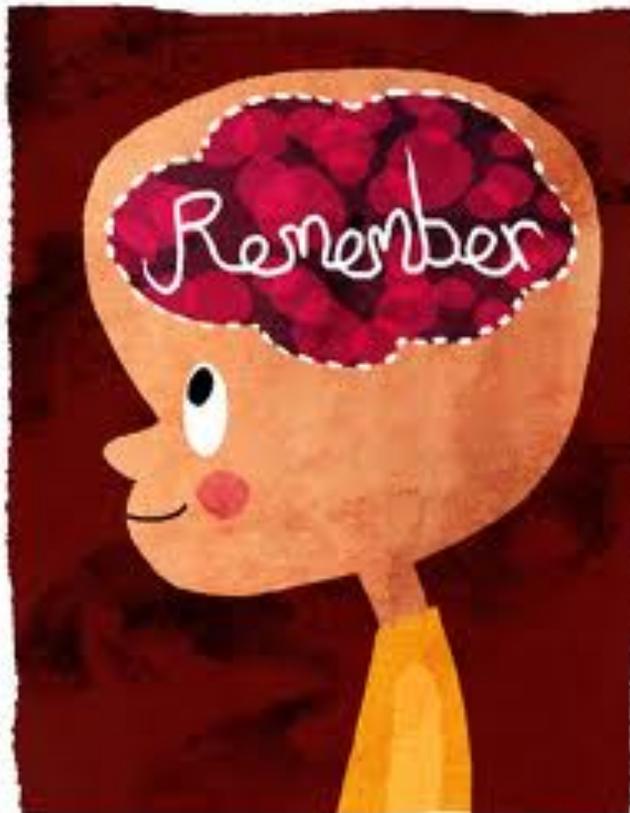
strat·e·gy

(strāt' ə-jē) *n.*

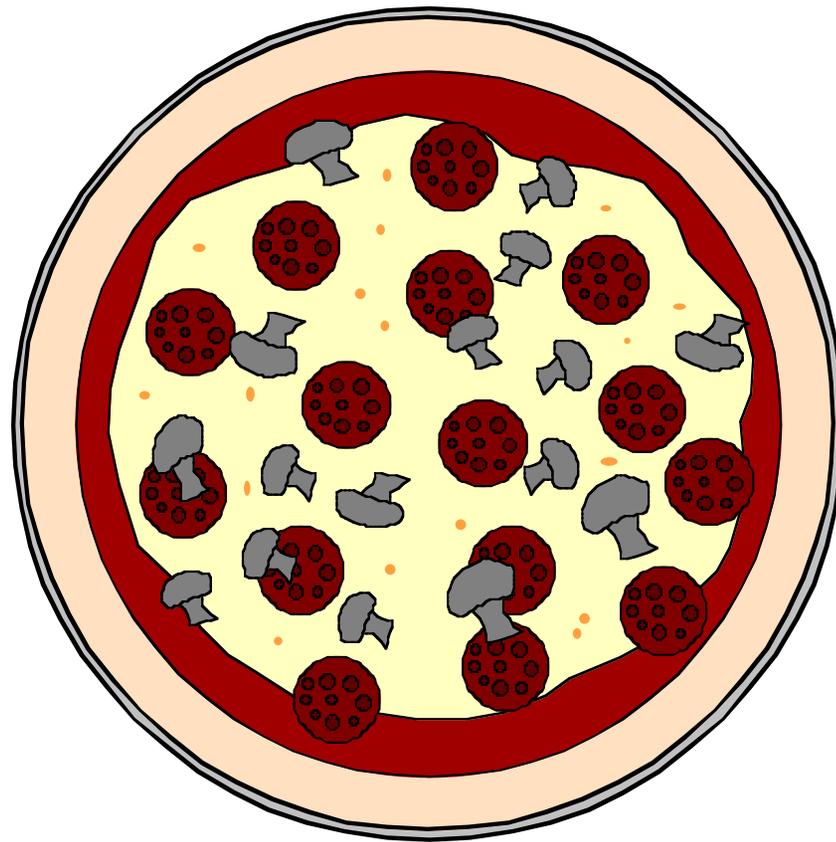
1. Plan of action
designed to achieve
a particular goal.

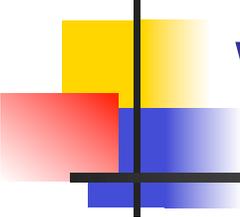


Memory Storage and Retrieval



Think about pizza for the next 30 seconds.



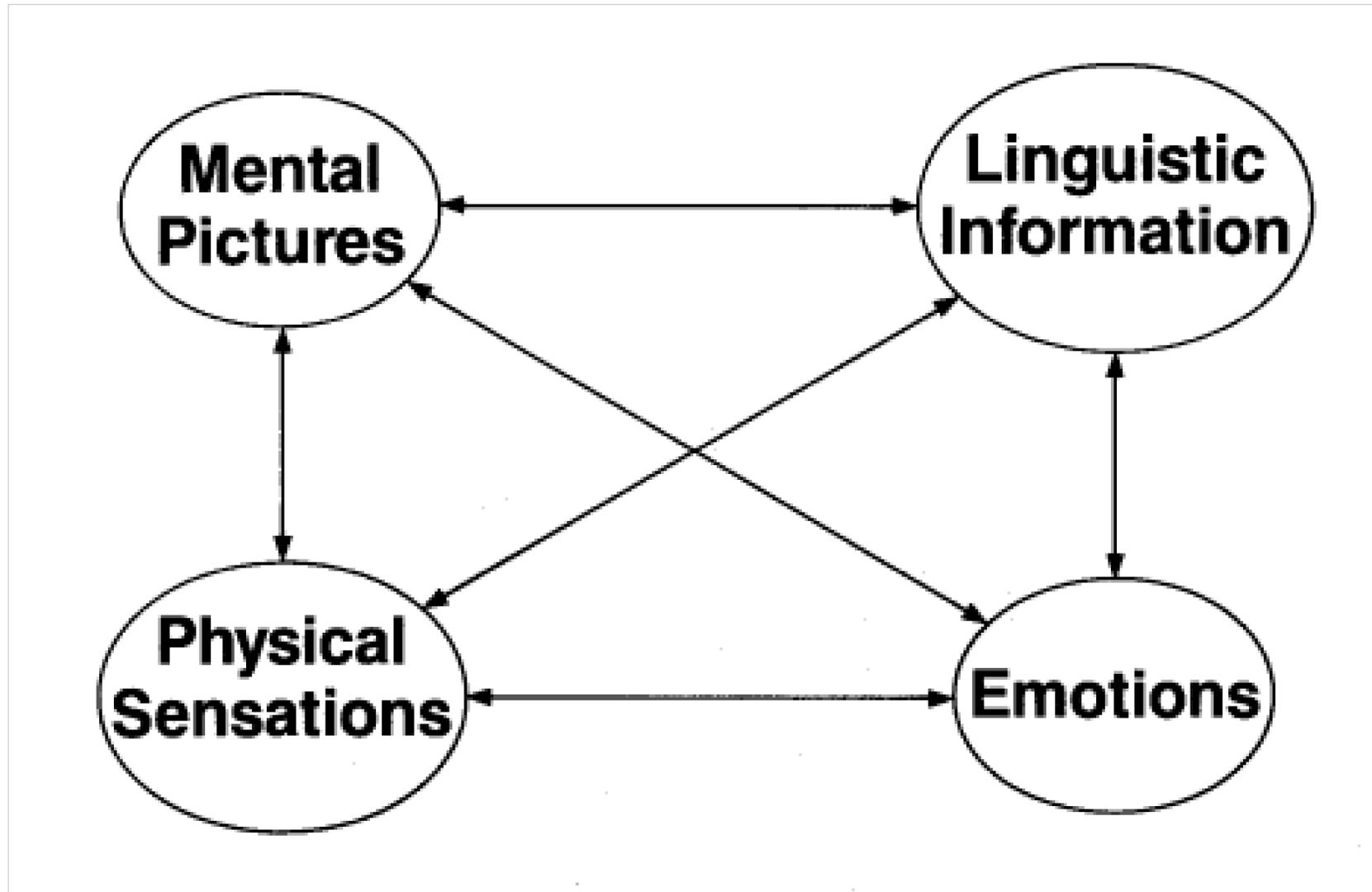


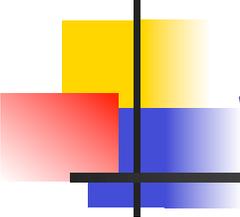
What was your pizza like?

- Tell your partner about your pizza



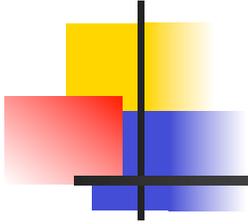
Diagram of a Concept.





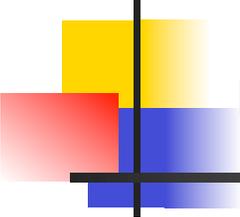
Vocabulary is a Common Core Standard

- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.



Memory Storage and Retrieval





Select items to be remembered and understood.

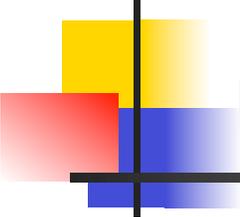
- species
- population
- community
- ecosystem
- biome
- biosphere
- exponential growth
- boom and bust
- carrying capacity
- biomagnification
- extinction
- pollution
- commensalism
- mutualism
- competition
- predation

Organize content vocabulary and concepts visually (graphic organizer) into logical chunks/ categories.

Populations	Ecological Relationships	Food Chains and Webs	Ecosystems
<ul style="list-style-type: none"> •species •population •community •ecosystem •biome •biosphere 	<ul style="list-style-type: none"> • exponential growth • boom and bust • carrying capacity • biomagnification • extinction • pollution • commensalism • mutualism • competition • predation 	<ul style="list-style-type: none"> • producer • primary consumer • secondary consumer • decomposer • scavenger • energy flow • energy pyramid 	<ul style="list-style-type: none"> • climate • weather • biotic factors • abiotic factors • nutrients • matter • cycles

This is like the silverware drawer in your home. It is easy to store and retrieve.





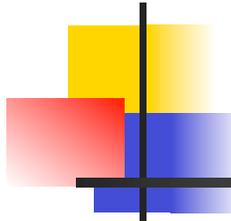
Take notes using the three-column notetaking system including.

- Helps students document words, definitions, and memory cues in an organized way.
- Provides an organized format for drill and practice.
- Gives credibility to saving foundation knowledge.
- Teaches and models effective notetaking.

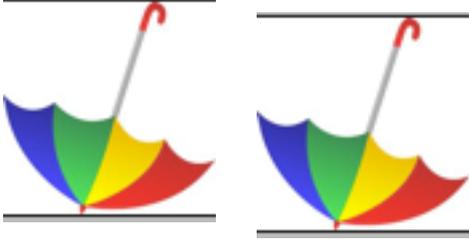
The Three-Column Format

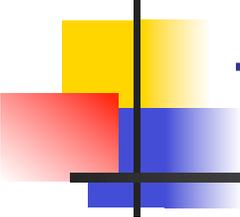
Word	Definition	Memory Cue

--	--	--



Practice

Word	Explanation	Memory Cue
nefarious	utterly immoral or wicked	
umbrella	umbrella	
cr	crack	CRRRRack



See if you can remember
these items.

one -- bun

six -- sticks

two -- shoe

seven -- heaven

three -- tree

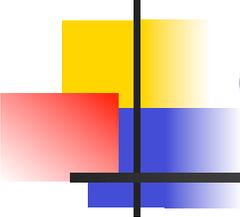
eight -- gate

four -- door

nine -- line

five -- hive

ten -- hen



Can you remember?

one

two

three

four

five

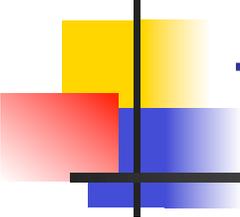
six

seven

eight

nine

ten



See if you can remember
these items.

one -- bun

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four -- door

nine -- line

five -- hive

ten -- hen

You will remember when . . .

- Visual images



- Auditory images



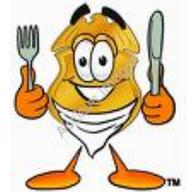
- Movement images



- Tactile images

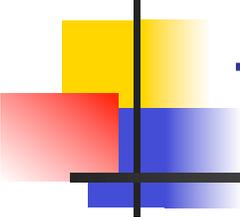


- Smell and taste images



- Emotional images





See if you can remember
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seven -- heaven

three -- tree

eight -- gate

four -- door

nine -- line

five -- hive

ten -- hen

The Three-Column Format

Word

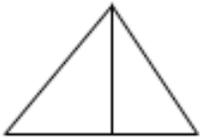
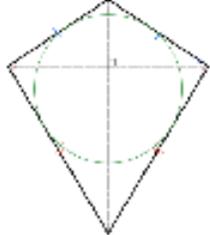
Definition

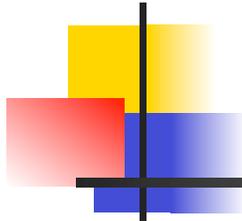
Memory Cue

crease

The end point
before the goal

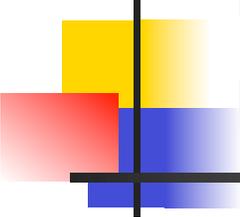


Word/Concept/Important Person, Event, or Big Idea	Meaning/Definition/Explanation	Memory Cue
<u>median</u> of a Triangle	Segment from the vertex of the triangle to the midpoint on the opposite side (vertex-points where the lines (segments meet) <u>midpoint</u> is the middle of the triangle	 <div data-bbox="1270 418 1633 527" style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> Visual is the middle of the triangle </div>
<u>isosceles trapezoid</u>	A trapezoid whose two nonparallel sides are the same length Trapezoid is a 4 sided figure with 2 sides parallel	
<u>kite</u>	Is a 4 sided figure with two pairs of congruent (equal) sides that are across from each other (<u>adjacent</u>)	
<u>rhombus</u>	A four-sided polygon having all four sides of equal length. Square is a four-side polygon having all four sides of equal length plus four right angles	
<u>parallelogram</u>	Is a quadrilateral with both pairs of opposite sides parallel but all four sides are not equal	



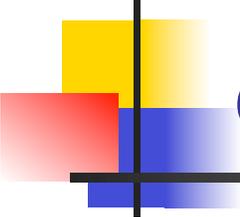
Practice

Word	Explanation	Memory Cue
iftar	the meal eaten by Muslims after sunset during Ramadan.	



Here's how to get students to remember concept words and their meanings.

1. Select and teach approximately 5-7 words each day.
2. Students go home with their three column format and study the words for approximately 10-15 minutes.
3. Students pair up and test each other for 1-2 minutes each.
4. Ask the students to talk about their progress and to share memory cues.

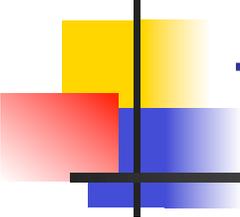


Continue the process of teaching effective memory strategies.

5. Students go home and review the previous words and learn 5-7 new words.
6. Students pair up and test each other for 1-2 minutes each.

Review portions of the list frequently
for 10-15 minutes on several times

Practice 10-15 minutes and test yourself.	Practice 10-15 minutes and test yourself.	Practice 10-15 minutes and test yourself.	Practice 10-15 minutes and test yourself.	Practice 10-15 minutes and test yourself. Work on trouble words.
--	--	--	--	--



See if you can remember
these items.

one -- bun

six -- sticks

two -- shoe

seven -- heaven

three -- tree

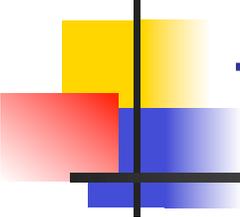
eight -- gate

four -- door

nine -- line

five -- hive

ten -- hen



See if you can remember
these items.

one -- bun

six -- sticks

two -- shoe

seven -- heaven

three -- tree

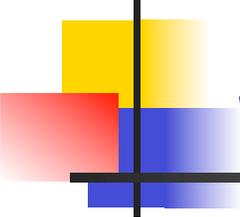
eight -- gate

four -- door

nine -- line

five -- hive

ten -- hen



Rehearse/Practice in Two to Six Minutes

- Choral practice
 - Paired testing
 - Jigsaw
 - Stroll and stop
 - Snapshot
 - Man/Person on the Street
 - Snowball fight
 - **Sort it**
 - Flash it
 - Express Yourself
- Games like . . .
- Vocabulary Charades
 - Draw Me Pictionary
 - Friendly competition among groups or individuals

desserts

angel

lychee

decaffeinated

foods

Shark

corn

pods

brisket

Red Delicious

vegetable

meat

crammed

peaches

tender

fruits

banana

skin

ice cream

Chiquita

chocolate

Diet Rite

ground

beans

cob

artichoke

soda

apples

peas

green

cake

tea

seeds

coffee

orange

chopped

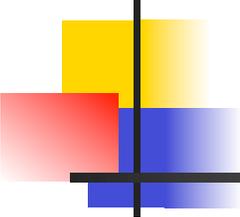
frappe'

Desserts	Meat	Beverages	Vegetable	Fruits
Angel cake ice cream chocolate	tender ground chopped brisket skin	decaffeinated Shark Diet Rite tea soda coffee frappe'	corn pods seeds artichoke peas creamed beans cob green	Red Delicious apples peaches banana lychee orange Chiquita

Addition		Subtraction	
<ul style="list-style-type: none"> • Add • Altogether • And • Both • How many • How much • In all • Increased by • Plus 	<ul style="list-style-type: none"> • Sum • Together • Total • Addition • All • Together • More than • Added to 	<ul style="list-style-type: none"> • Are not • Change • Decreased by • Difference • Fewer • Have left • How many did not have • How many more • How much more 	<ul style="list-style-type: none"> • Less than • Remain • Subtract • Take away • Taller/shorter • Greater than • How many less • Reduced by
Multiplication		Division	
<ul style="list-style-type: none"> • By (dimension) • Double • Each group • Multiplied by • Of • Product of • Times triple • In all • Product • Times • Total 	<ul style="list-style-type: none"> • As much • Cut up • Divided by • Each group has • Half (or other fractions) • How many of each • Parts • Quotient of • Separated • Share something equally • Split 	<ul style="list-style-type: none"> • Per • Average • Each • Divide equally • Out of • Ratio of • Percent • Distribute 	

This is like the silverware drawer in your home. It is easy to store and retrieve.

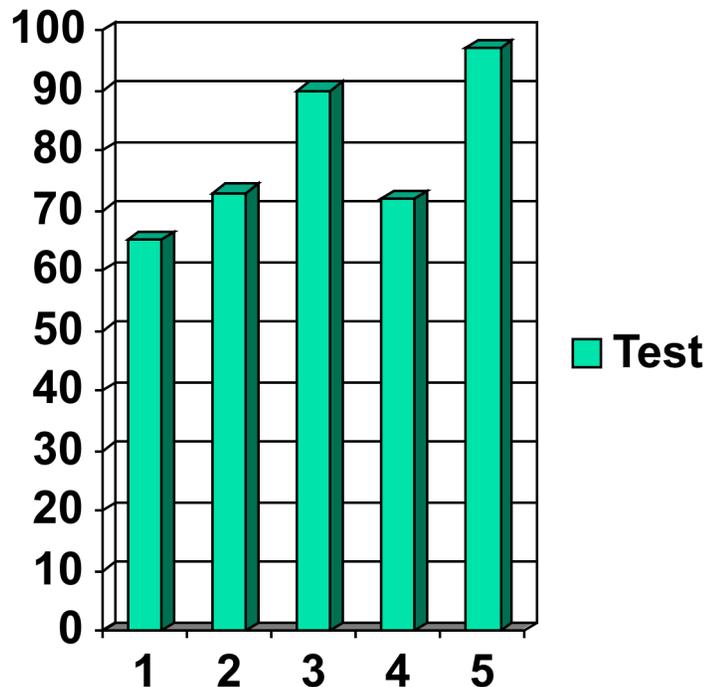




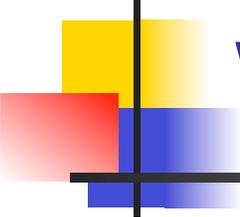
Give a vocabulary test to the students to determine their mastery of the unit's concept words.

- Provide the students with their scores and ask them what worked and what didn't work.
- Ask them to repeat the process for the next two to three units.
- Ask them to establish an improvement goal and plan.

Determine progress, self-assess strategies, and create improvement goals and plans.



- Strategies that helped
- Strategies that didn't help
- What caused changes?
- What's my goal?

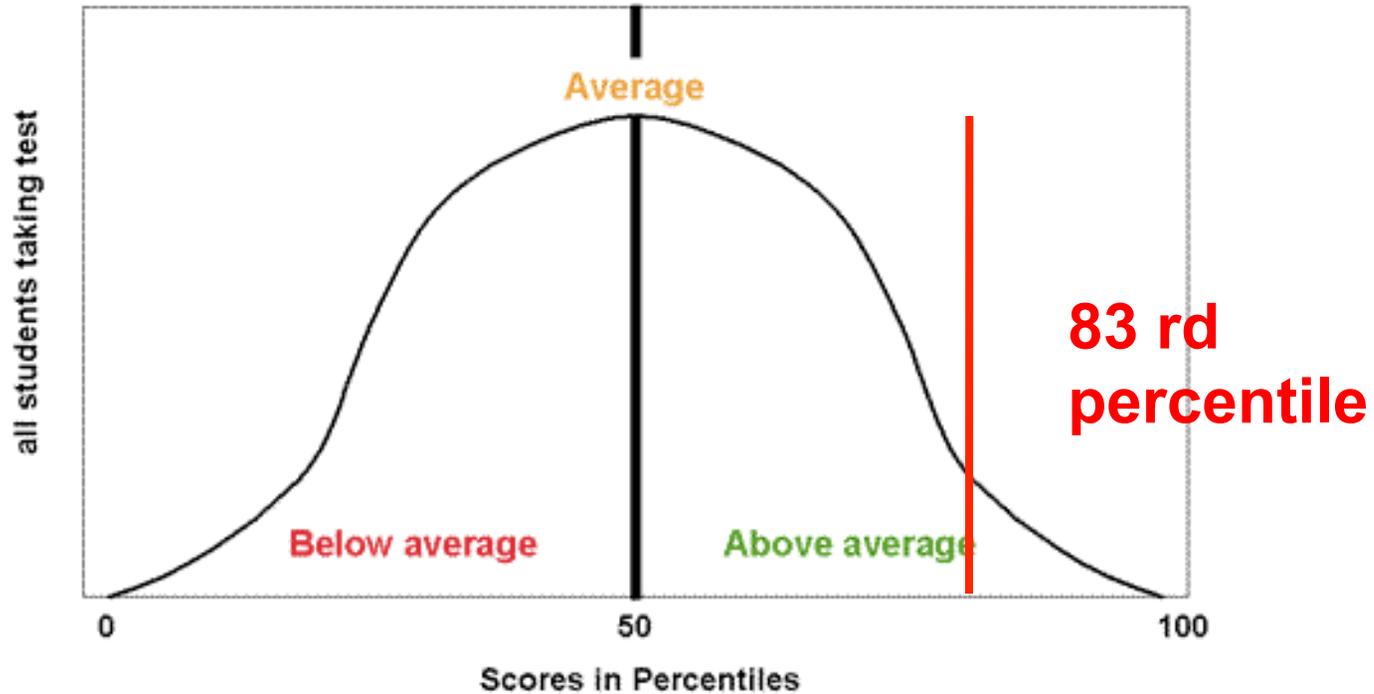


What will happen?

- You can prove to students that strategy and effort are better indicators for success than intelligence. Everybody can be “smart” if they use smart strategies.
- You will accelerate concept mastery and vocabulary development.
- You will provide a feeling of self-efficacy (I can do it attitude).

The Bell Curve

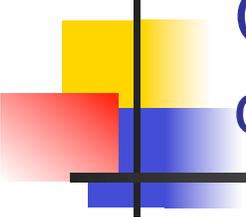
Norm-referenced Tests (NRTs) are designed to compare student performance to other students



**Explicitly teaching
academic vocabulary
(33 percentile increase)**

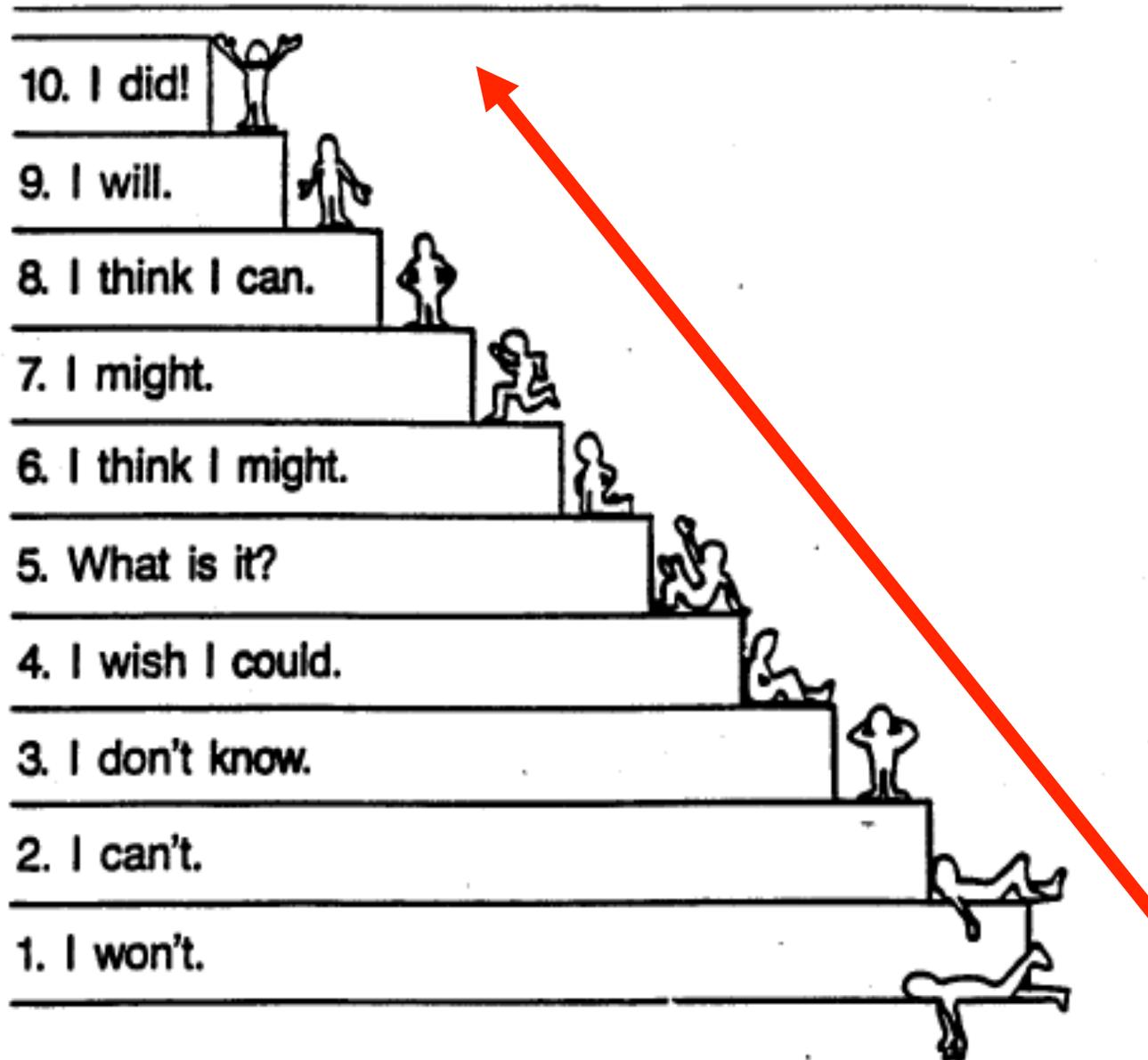
Page 3 of your brochure.

Choose two words and create an explanation/
definition and memory cue/

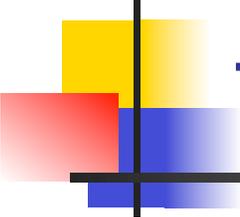


Word	Explanation/Definition	Memory Cue

POWER THINKING



Marzano,
Tactics in
Thinking, 1989



See if you can remember
these items.

one -- bun

six -- sticks

two -- shoe

seven -- heaven

three -- tree

eight -- gate

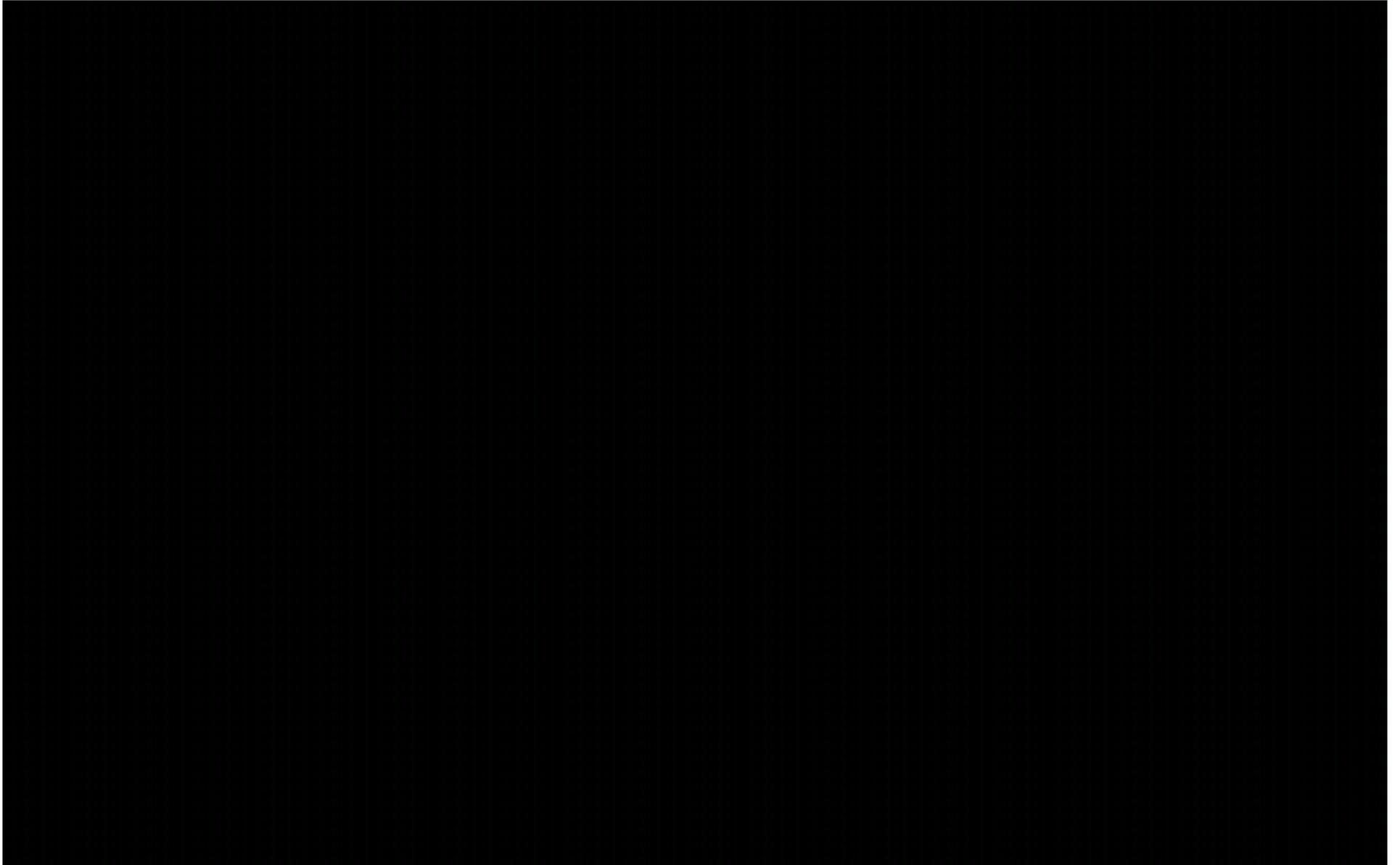
four -- door

nine -- line

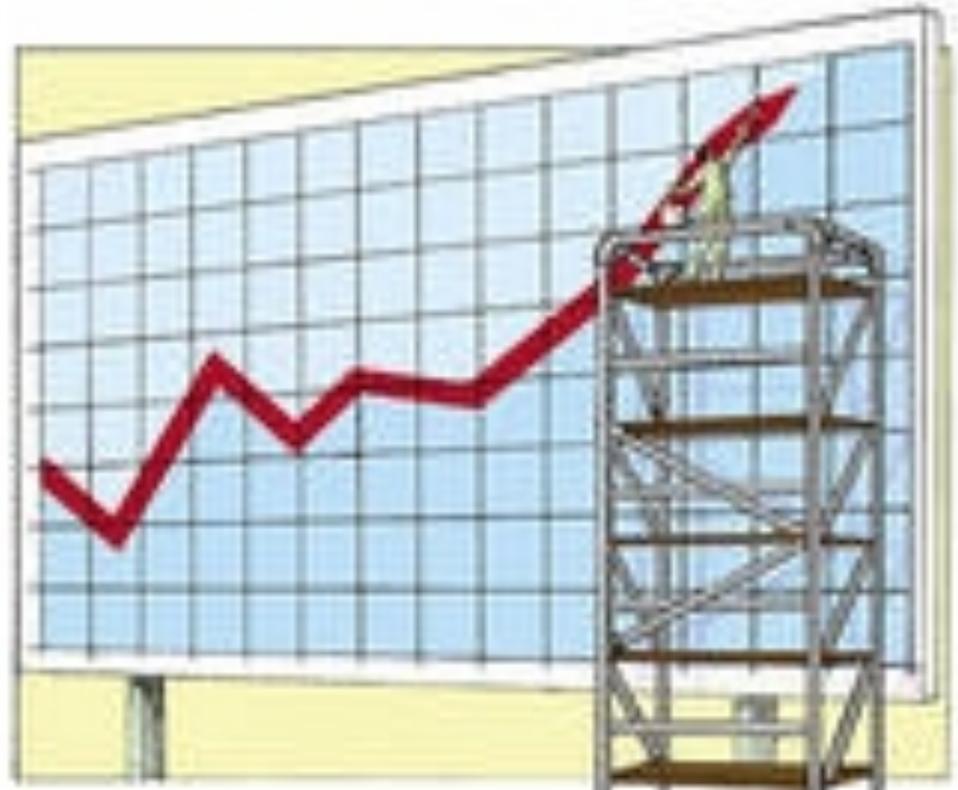
five -- hive

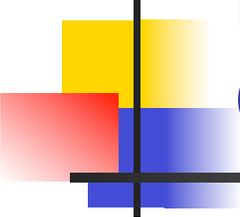
ten -- hen

If students could only think.



Scaffolding Skills and Content





Making Reading/Thinking Skill Connections with Content

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching

Every school in America wants to . . .

- increase achievement



- reduce achievement gaps



Remember as many words as you
can.

You have 20 seconds.

black

brown

cinnamon

gloves

canary

parrot

sweater

shirt

dove

green

garlic

pepper

How did you do?

black

brown

cinnamon

gloves

canary

parrot

sweater

shirt

dove

green

garlic

pepper

Remember as many words as you can.
You have 20 seconds.

vanilla

chocolate

strawberry

horse

camel

elephant

yellow

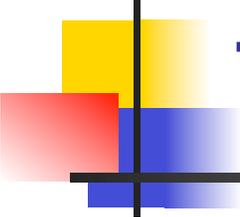
red

green

desk

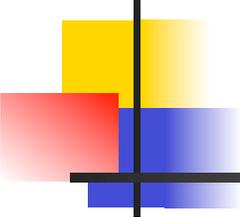
table

chair



Three Important Questions

1. Did it seem like the time I gave you to study was longer for the second list?
2. Did you have more confidence in your performance on the second list?
3. Did you think the second list was easier when you first saw it?



How did you do now?

vanilla

chocolate

strawberry

horse

camel

elephant

yellow

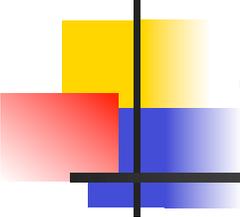
red

green

desk

table

chair



Grouping and Patterning

- Lesson:
 - Students can increase their comprehension and recall when they group information and identify patterns.

Most people remember the right side better than the left side in a timed test.

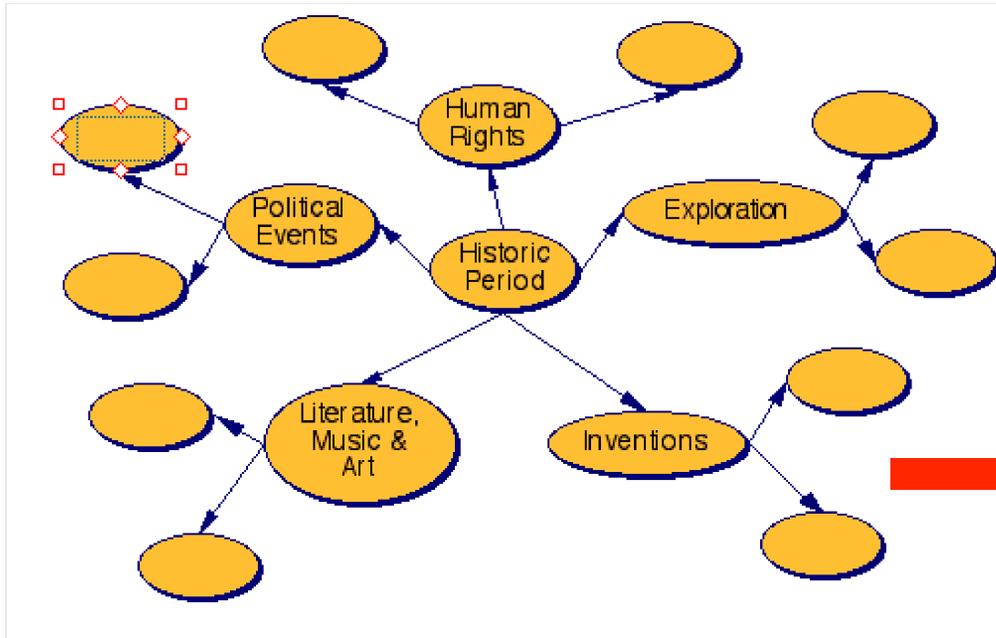
black	brown
cinnamon	gloves
canary	parrot
sweater	shirt
dove	green
garlic	pepper

vanilla	horse
chocolate	camel
strawberry	elephant
yellow	desk
red	table
green	chair

This is like the silverware drawer in your home.

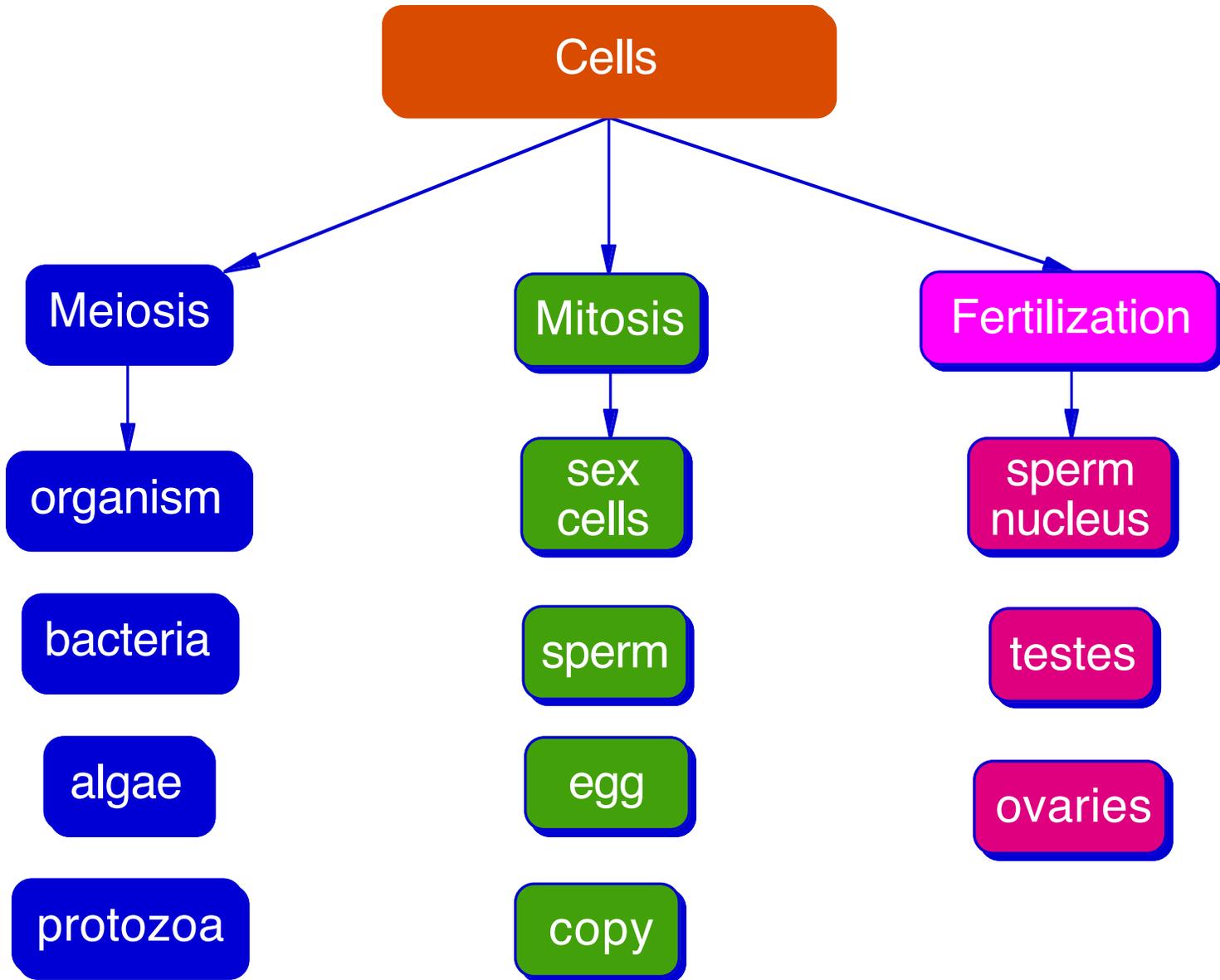


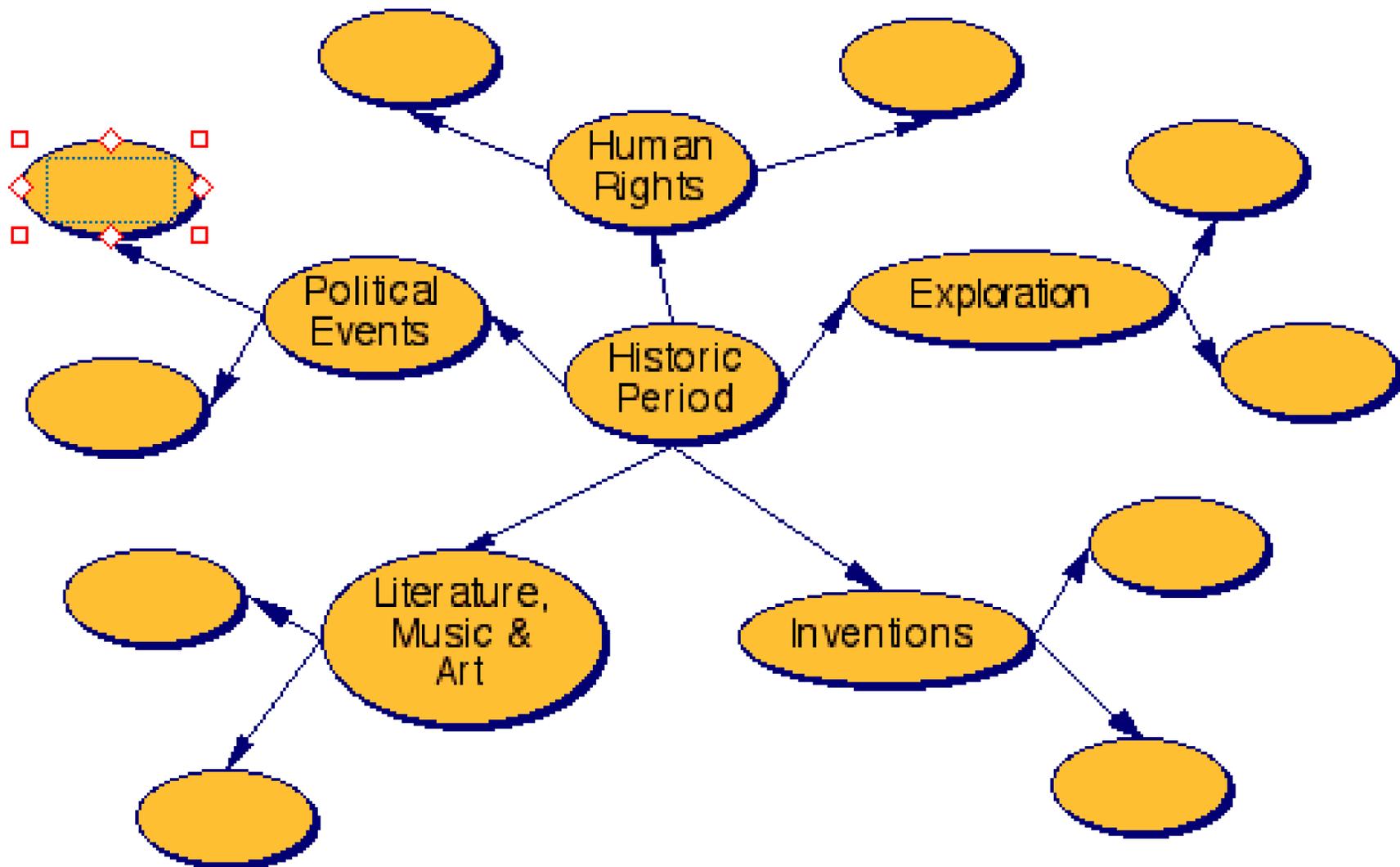
A graphic organizer is a tool used to construct meaning and provide evidence of learning.

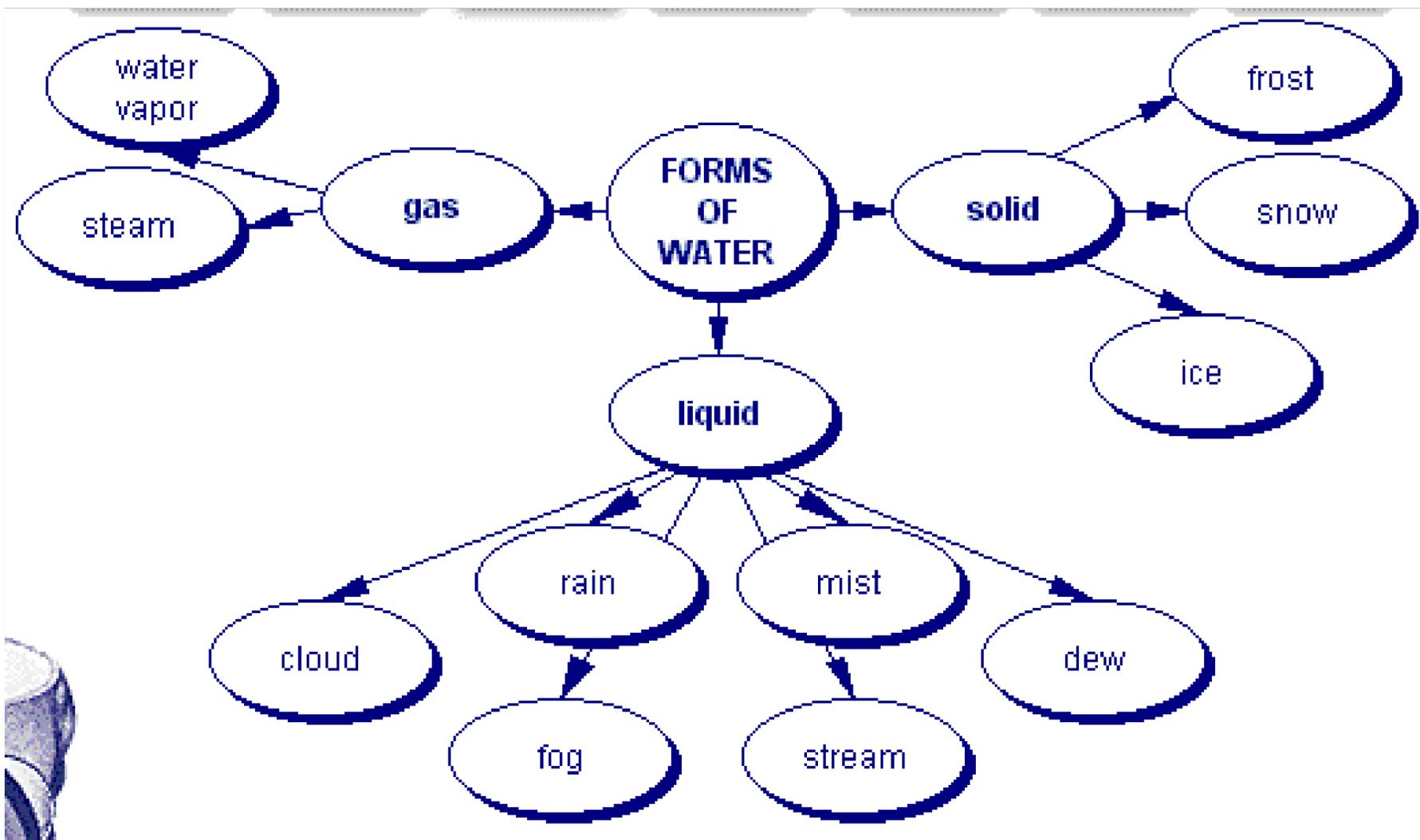


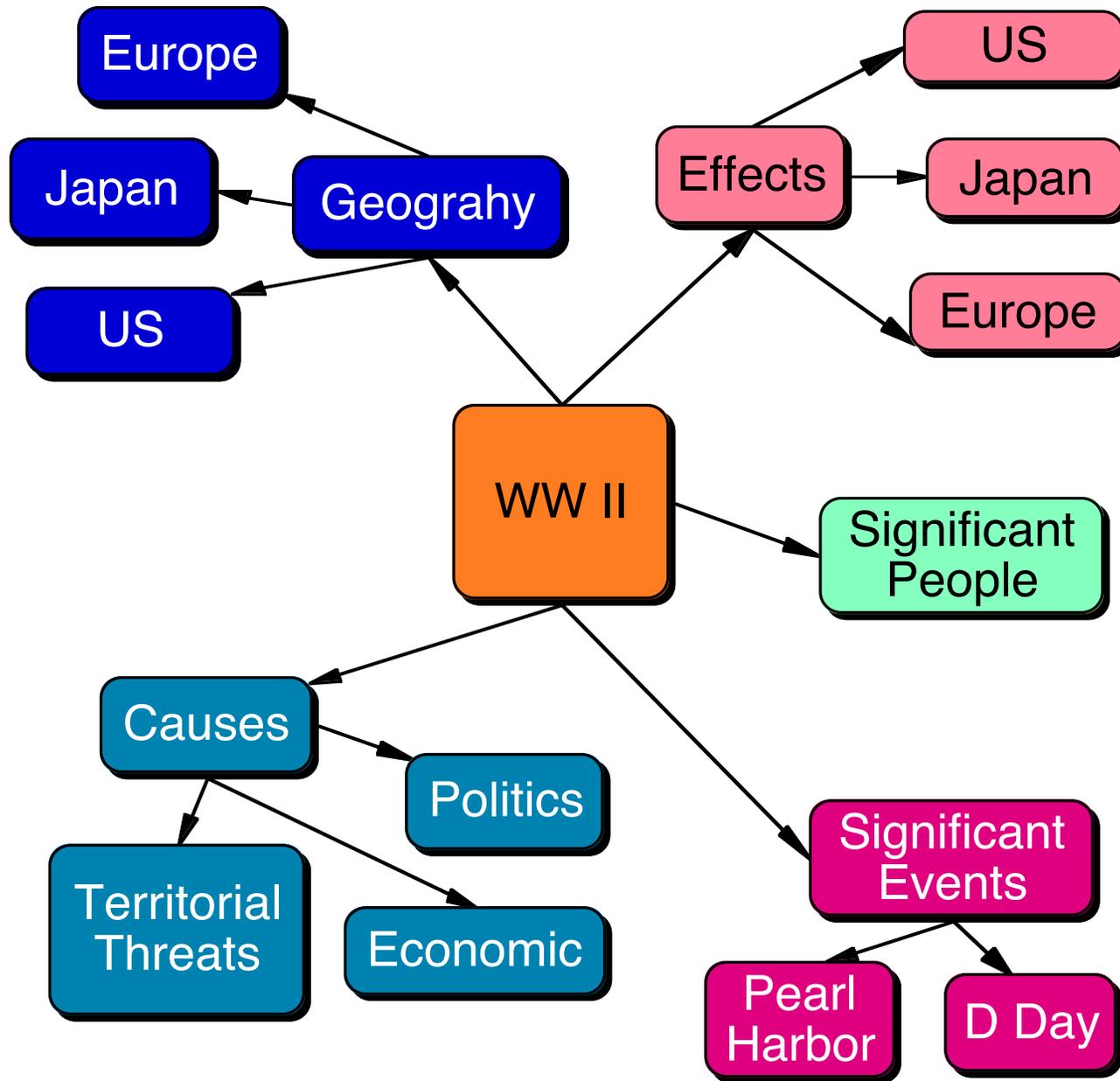
1. Main Idea Identification and Summary
2. Significant Detail
3. Sequential/Order Relationships
4. Comparative Relationships
5. Cause-Effect Relationships
6. Problem-solution relationships
7. Meanings of Words
8. Generalizations/Drawing Conclusions
9. Author's Point of View and Purpose
10. Interpreting Instructions
11. Using Maps, Charts, and Graphs
12. Literary Analysis

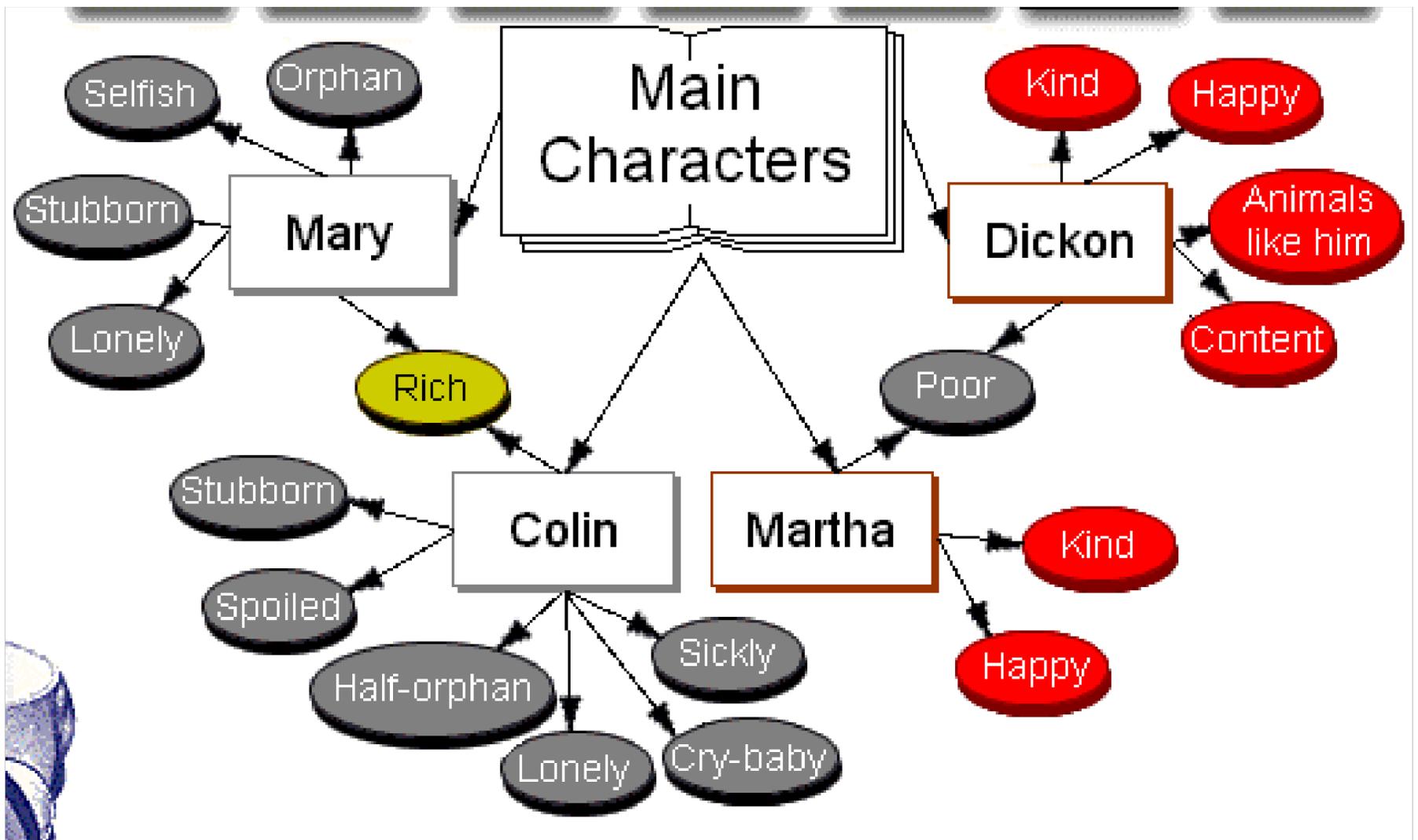
and
Content Area Learning

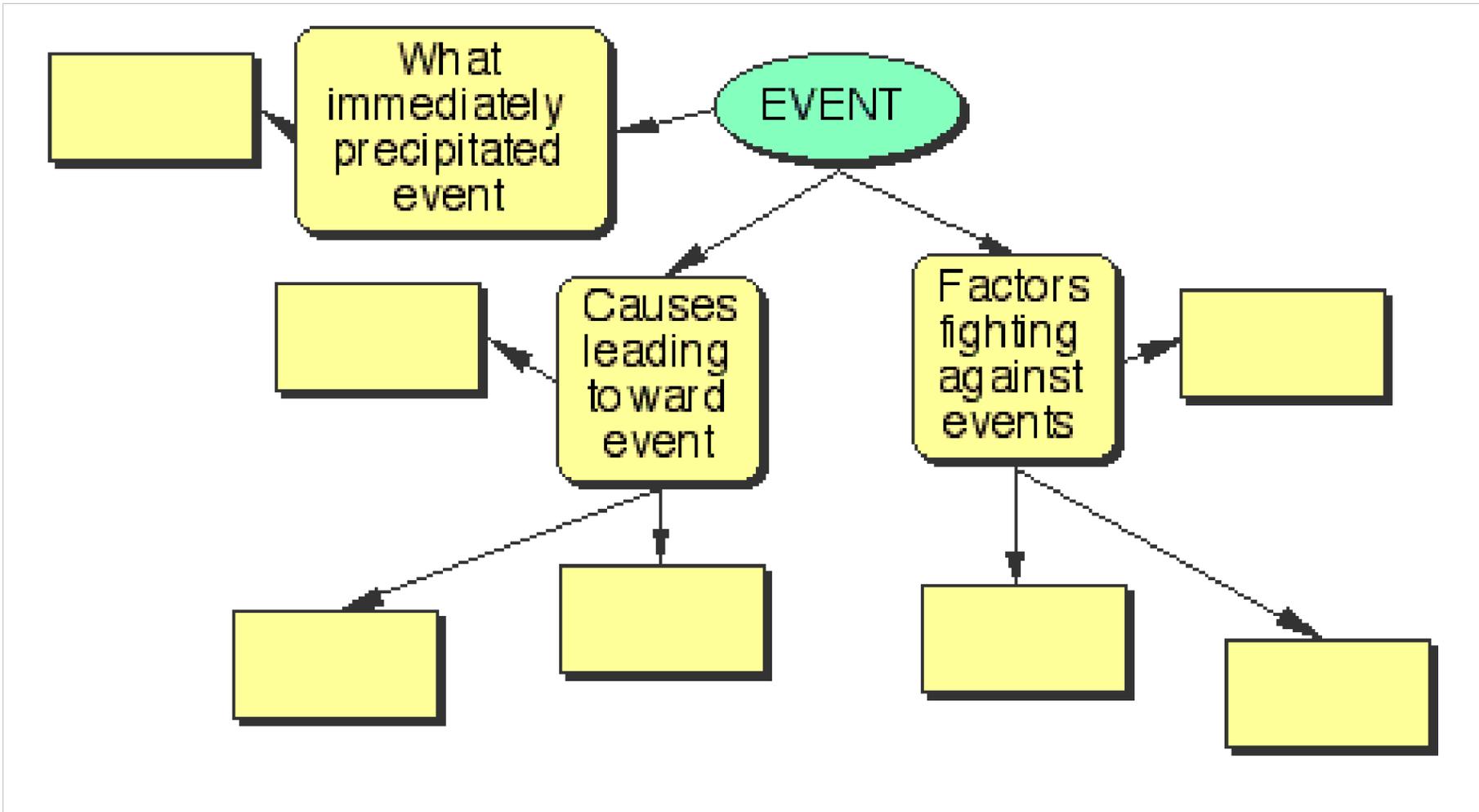


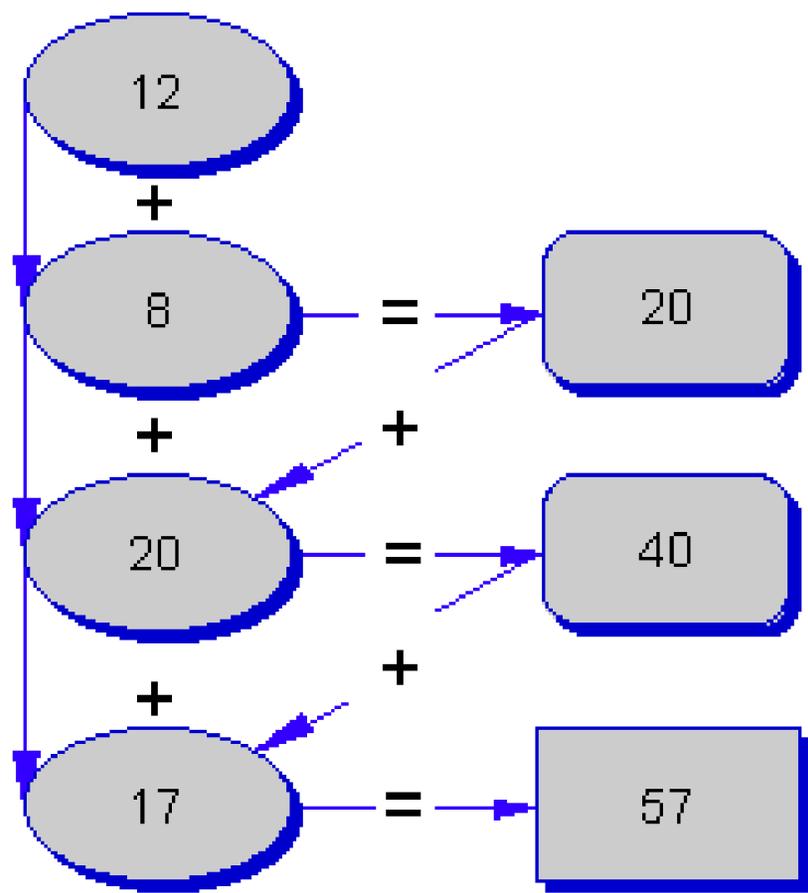
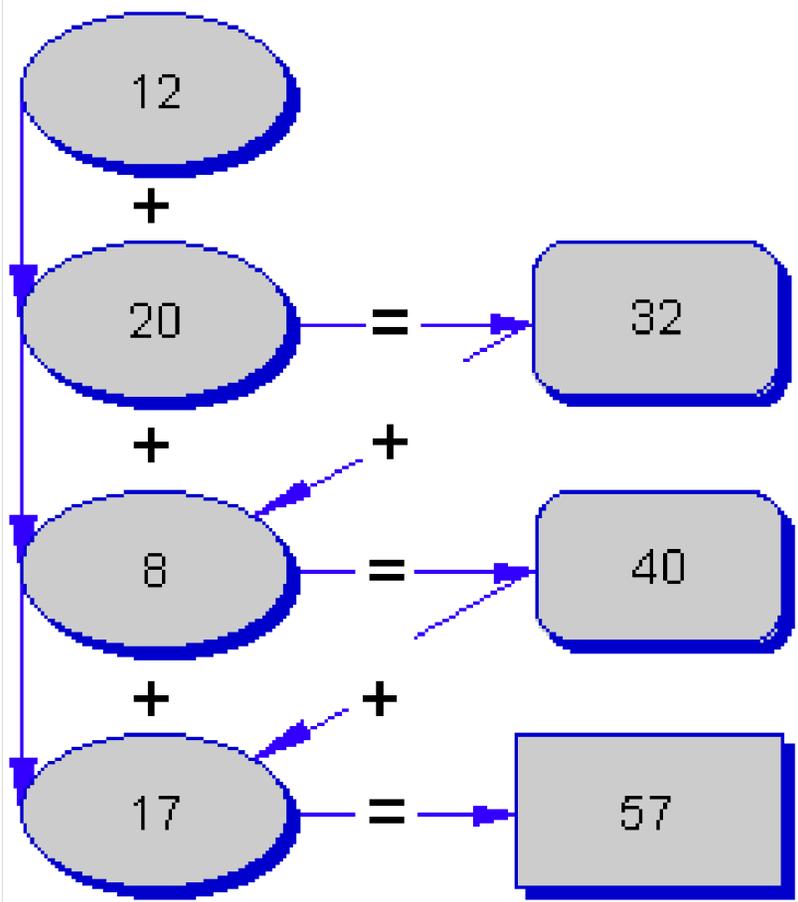














Foreign Policy

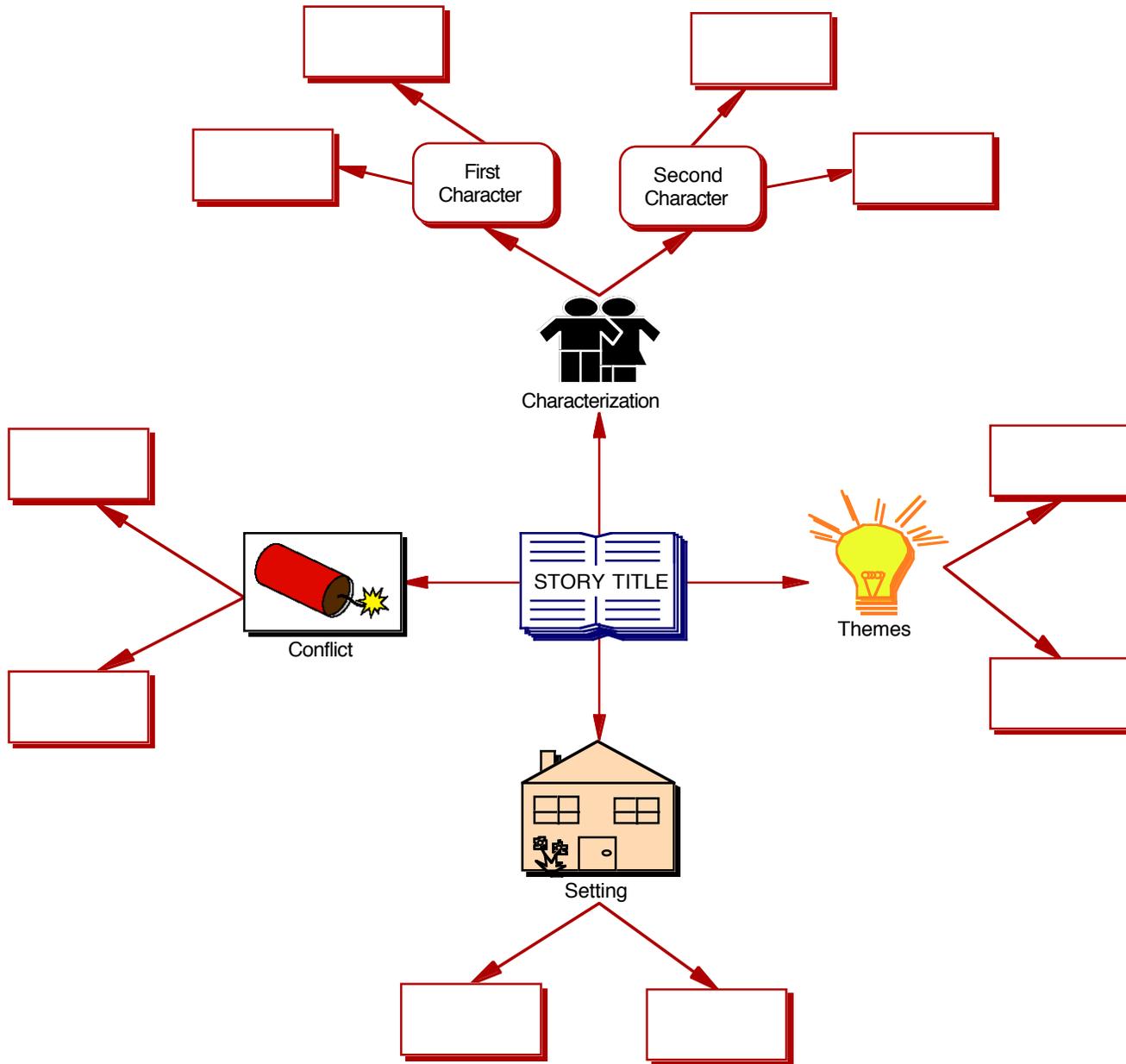
Leader or Country

Domestic Policy

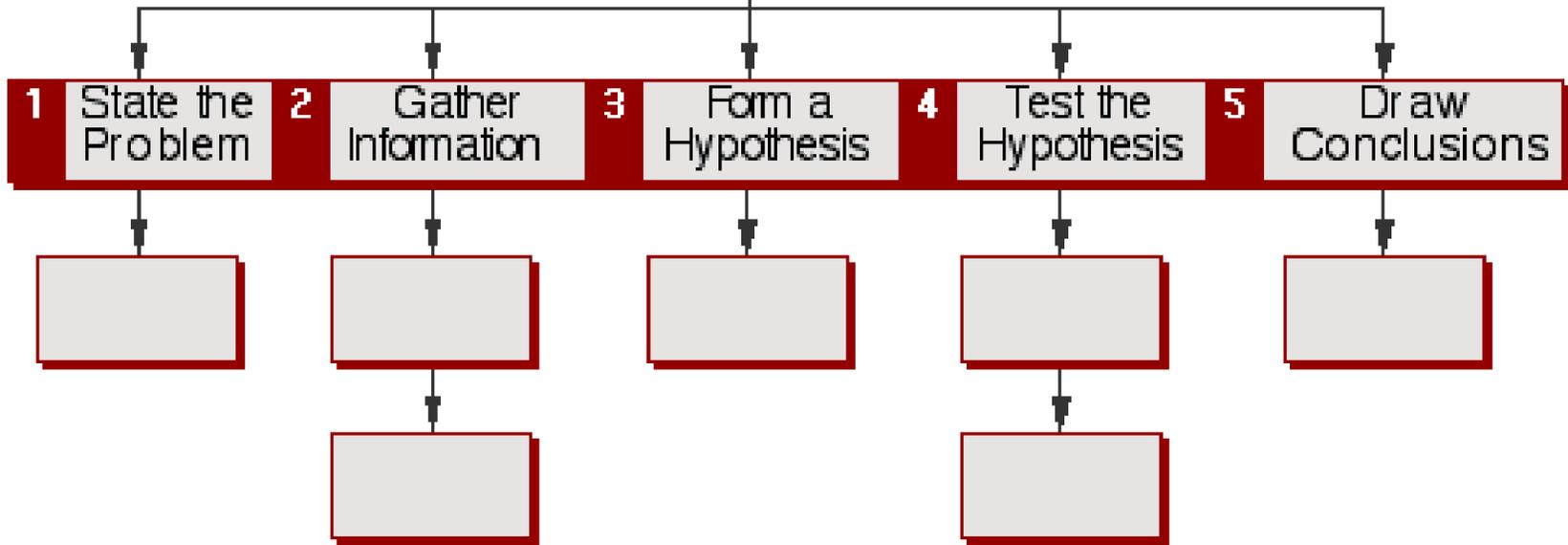


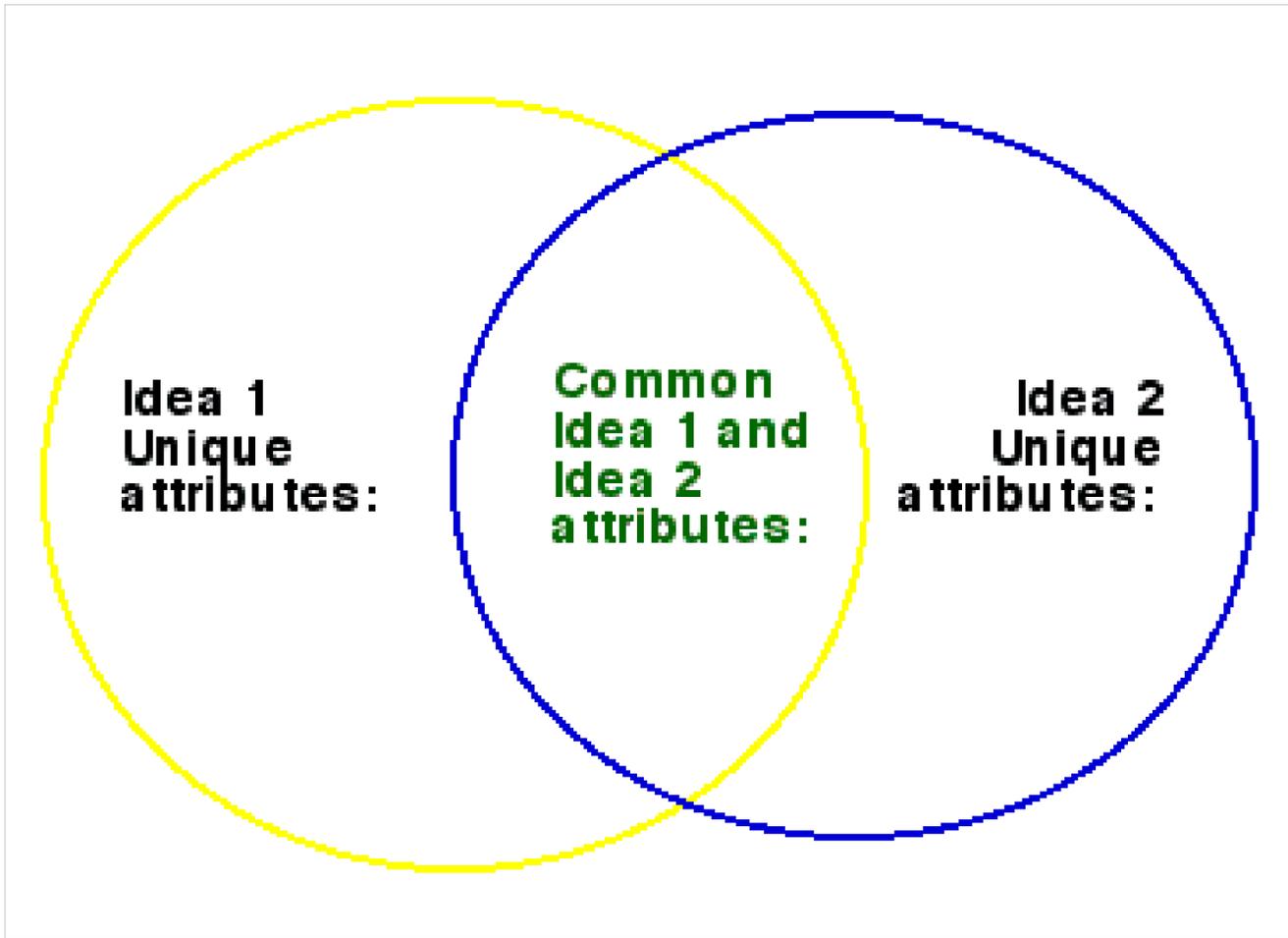
Economic Ideas





Scientific Method



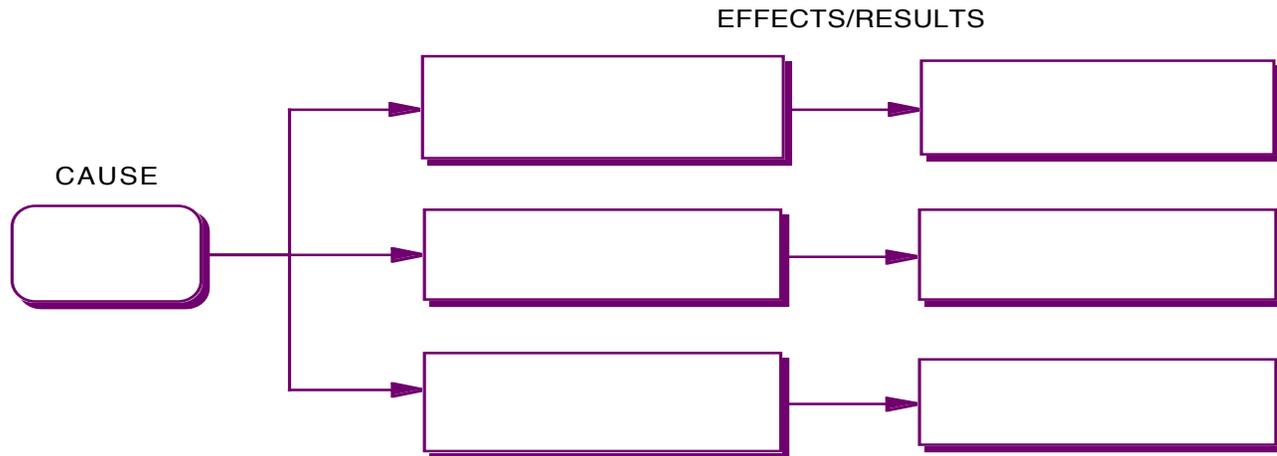


**Idea 1
Unique
attributes:**

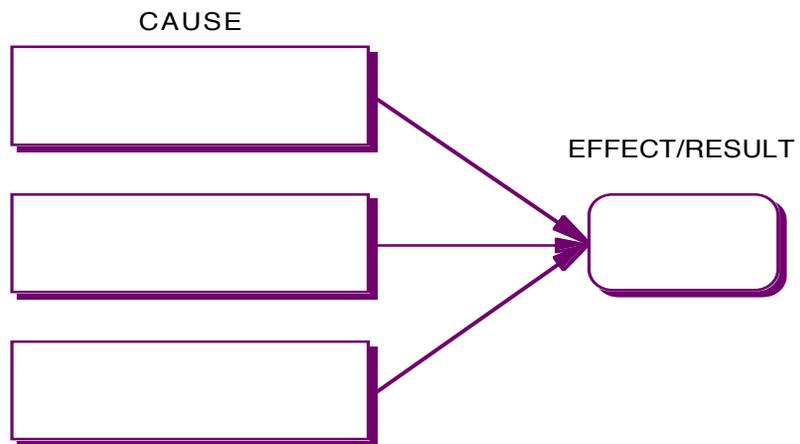
**Common
Idea 1 and
Idea 2
attributes:**

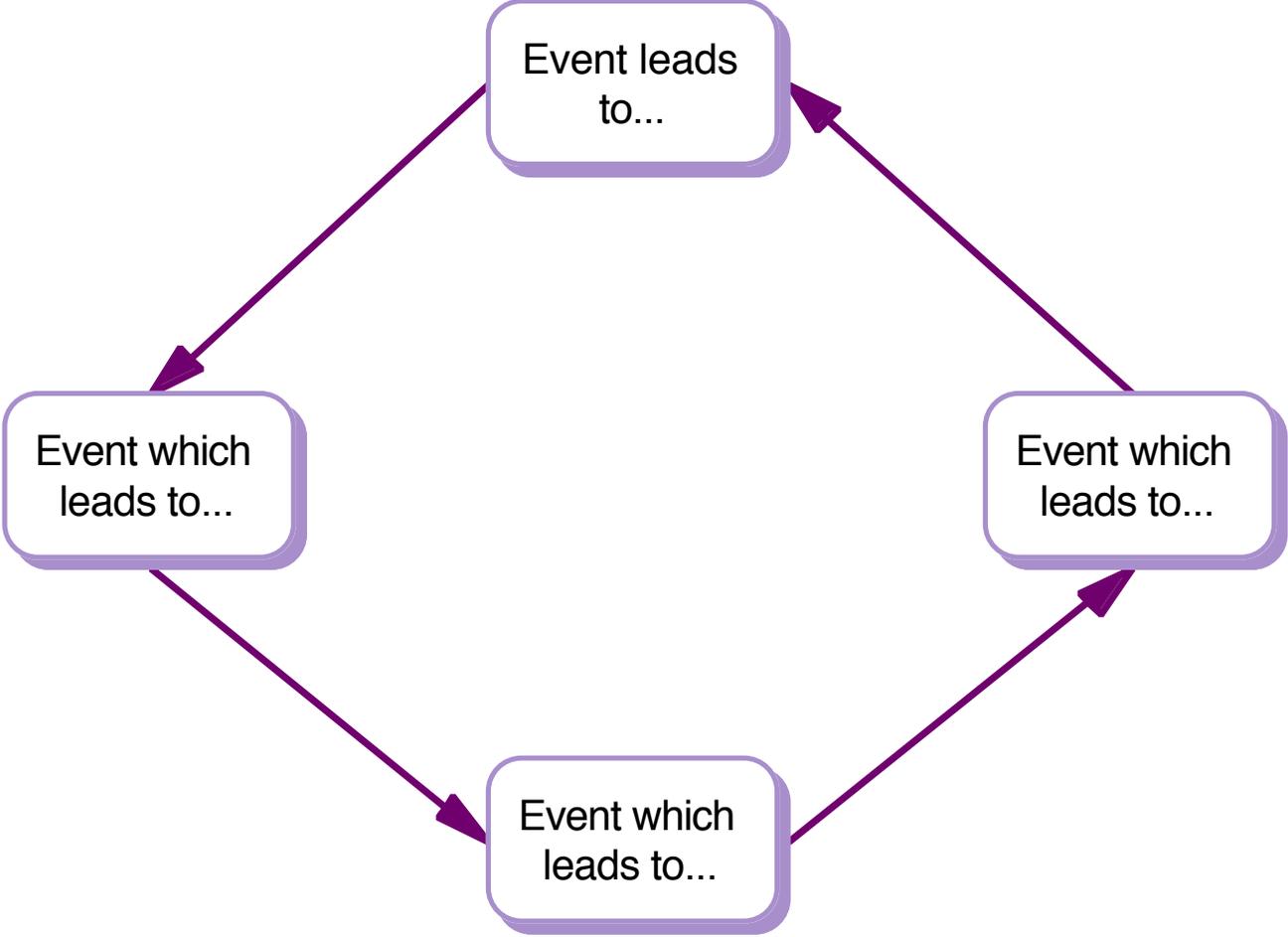
**Idea 2
Unique
attributes:**

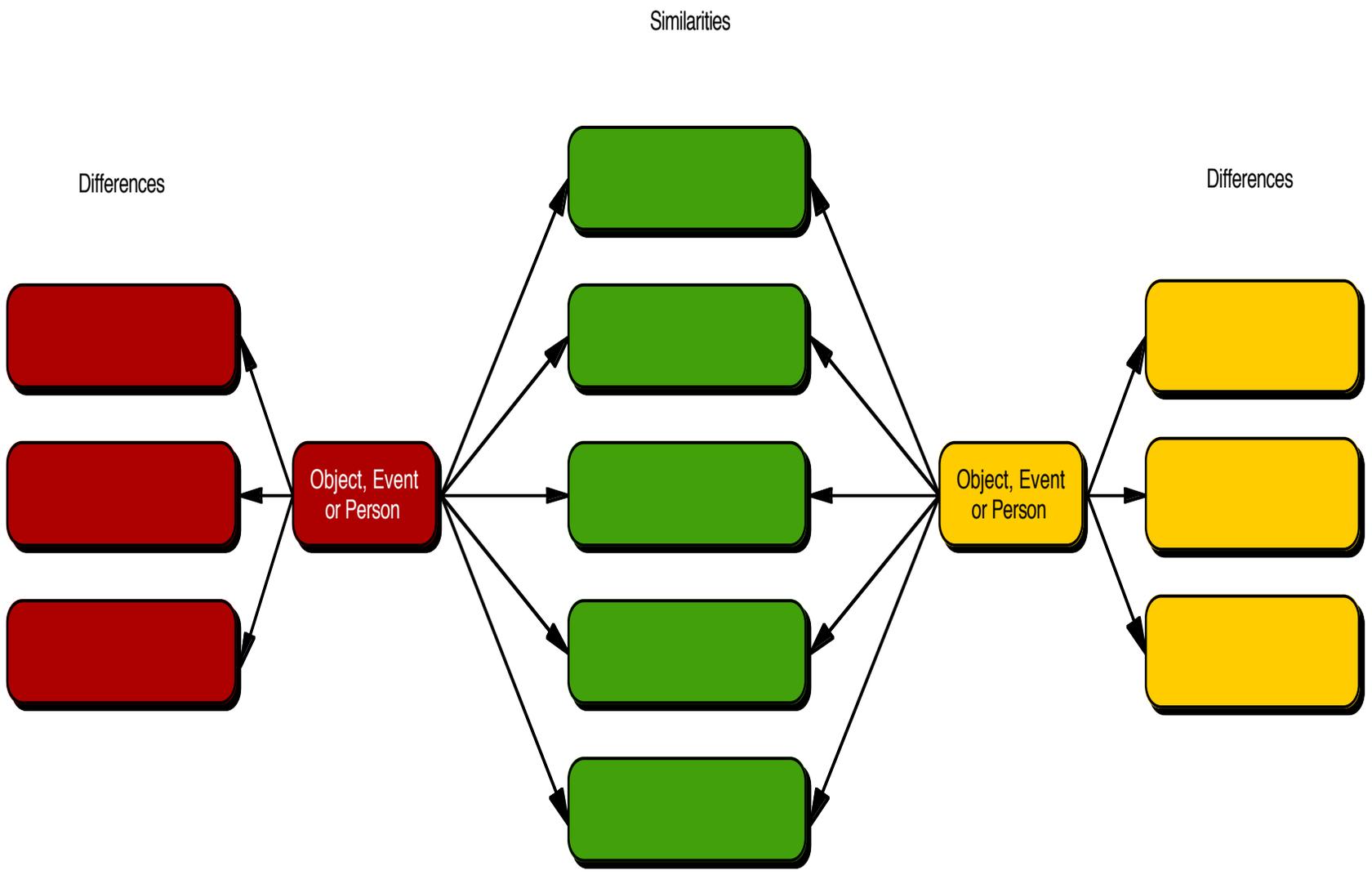
We often find that one cause has several effects,



and that several causes lead to one effect.







Blank rounded rectangular box at the top center.

Blank rounded rectangular box in the first row, first column.

Blank rounded rectangular box in the first row, second column.

Blank rounded rectangular box in the first row, third column.

Blank rounded rectangular box in the second row, first column.

Blank rounded rectangular box in the second row, second column.

Blank rounded rectangular box in the second row, third column.

Blank rounded rectangular box in the third row, first column.

Blank rounded rectangular box in the third row, second column.

Blank rounded rectangular box in the third row, third column.

Blank rounded rectangular box in the fourth row, first column.

Blank rounded rectangular box in the fourth row, second column.

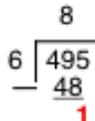
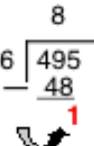
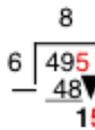
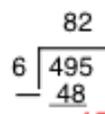
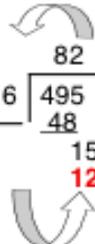
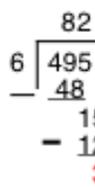
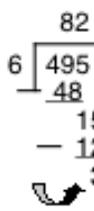
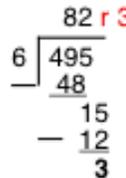
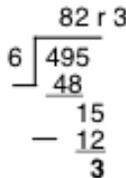
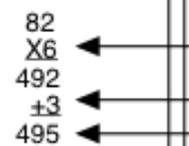
Blank rounded rectangular box in the fourth row, third column.

Blank rounded rectangular box in the fifth row, first column.

Blank rounded rectangular box in the fifth row, second column.

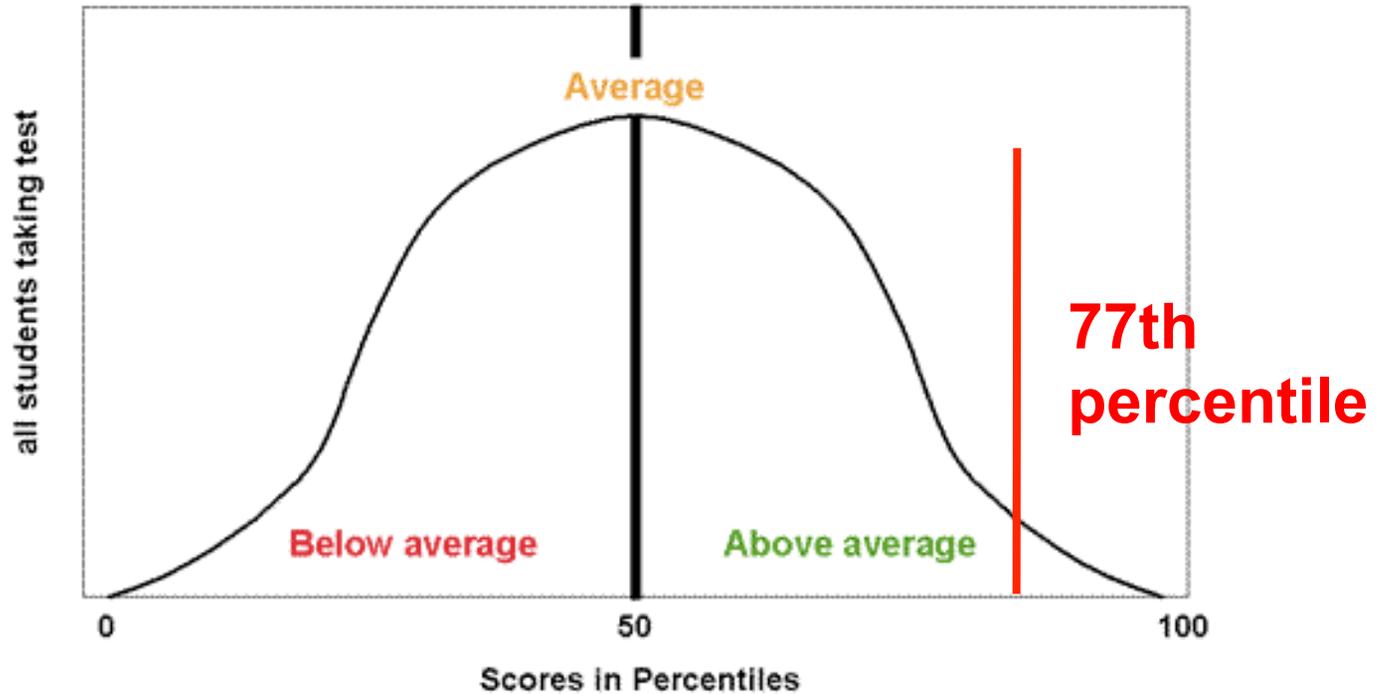
Blank rounded rectangular box in the fifth row, third column.

SIMPLIFIED IPS: Illustrated Performance Sequence of a Long Division Problem (495 ÷ 6)

<p>1. Compare</p>  <p style="text-align: right;">?</p>	<p>2. Divide</p>  <p style="text-align: center;">÷</p>	<p>3. Multiply</p> 	<p>4. Subtract</p> 	<p>5. Compare</p>  <p style="text-align: right;">?</p>	<p>6. Bring Down</p> 
<p>Optional</p>	 <p style="text-align: center;">÷</p>			 <p style="text-align: right;">?</p>	
<p>Optional</p>	<p>Remainder</p> 	<p>Final</p> 	<p>Check</p> 	<p>Divisor Remainder Dividend</p>	

The Bell Curve

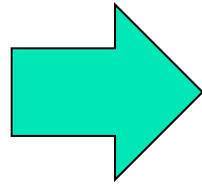
Norm-referenced Tests (NRTs) are designed to compare student performance to other students



**Graphic Organizers
(27 percentile
increase)**

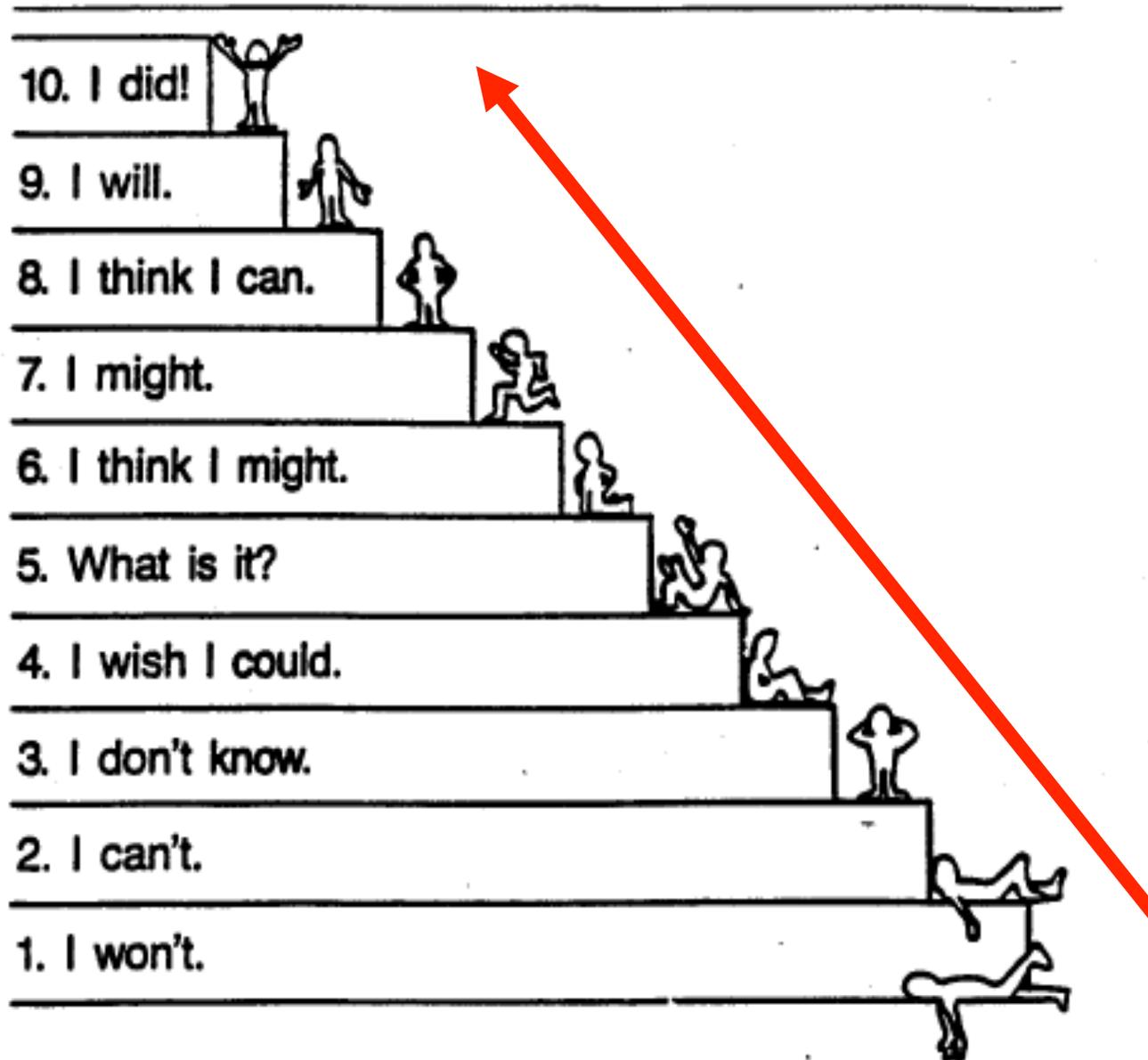
Skill Development Requires Practice

You can
code the
brain to see
these
patterns with
15-30
practices.



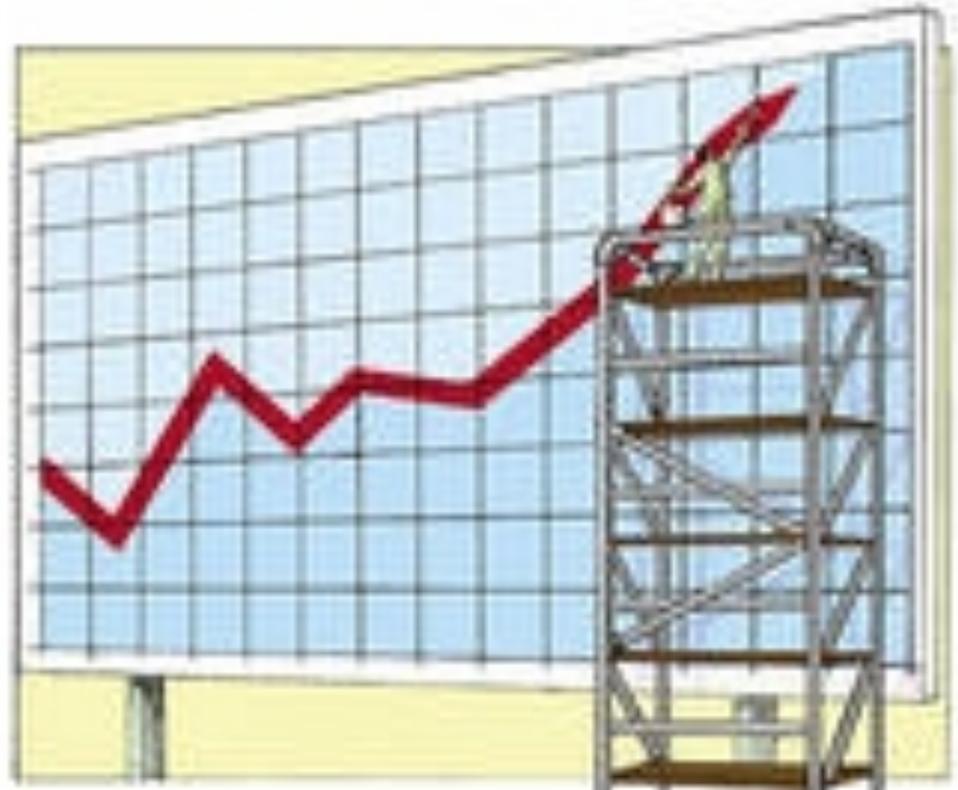
1. Main Idea Identification and Summary
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7. Meanings of Words
8. Generalizations/Drawing Conclusions
9. Author's Voice and Methods
10. Interpreting Instructions
11. Using Maps, Charts, and Graphs
12. Literary Analysis

POWER THINKING

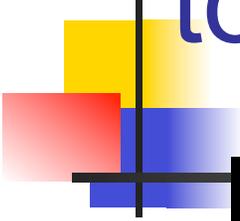


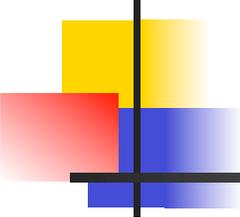
Marzano,
Tactics in
Thinking, 1989

Scaffolding Skills and Content



It's important to put the skills together.



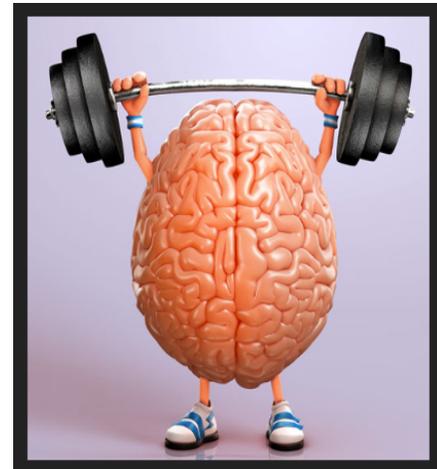
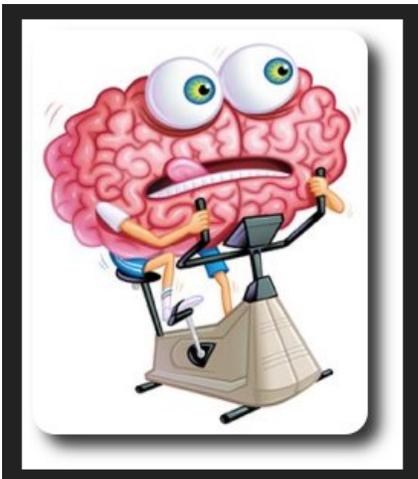


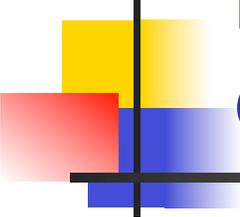
Reading for Information and Reading Literature

1. Main Idea
2. Significant Details
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Understanding and Using Words
7. Generalizations and Drawing Conclusions
8. Problem-Solution Relationships
9. Interpreting Instructions
10. Author's Purposes, Techniques, and Devices
11. Use Maps, Charts, and Graphs
12. Literary Analysis

Reading, Thinking, and Summarizing

Train the
Brain

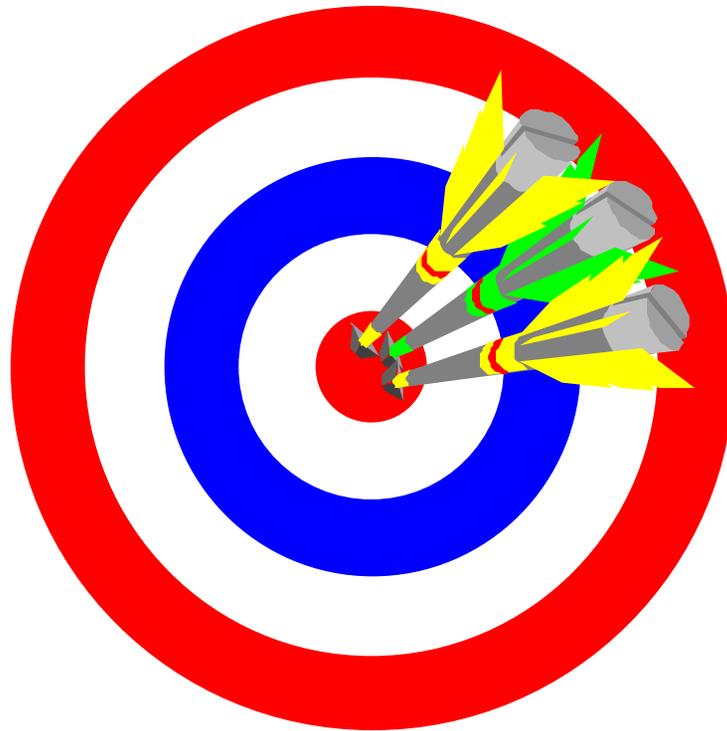




Reading, observing, & listening to information to identify, understand, communicate, and use . . .

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching

Here's how important it is to explicitly teach an important lesson or skill.



Select a standard and related skill.

Select a matching graphic organizer.

Select a summary template and purpose.

Select question prompts.

Learn how to use a matching hand signal.

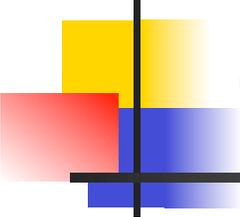
1

2

3

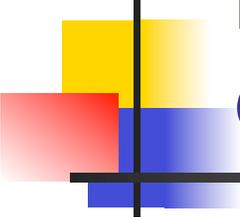
4

Graphic Organizer	Summary Template	Questions	Hand Signal/ Movement																
<p>Story Board</p> <table border="1" data-bbox="130 1029 527 1295"> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> <tr><td></td><td></td><td></td><td></td></tr> </table>																	<p>A number of steps have to be followed to _____.</p> <p>First, _____.</p> <p>Then, _____.</p> <p>Next, _____.</p> <p>Next, _____.</p> <p>After that _____.</p> <p>Finally, _____.</p>	<ol style="list-style-type: none"> 1. Trace the development of . . . 2. Sequence the events leading up to 3. What do you do first when you . . . <u>Next</u> 4. List the steps involved in . . . 5. What steps did ___ take to solve reach her goal. <u>Next</u> 6. The next likely event would be (predict) . . . 7. After doing _____, the character's next decision was to _____. 8. What steps did _____ take to achieve his/her goal in the story? 9. The last two steps in the process were . . . 	<p>Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.</p>



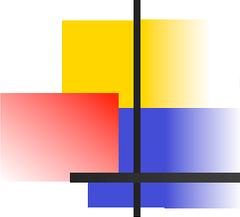
EXPLICIT TEACHING and Guided Practice

1. I do
2. We do
3. I Do
4. We do
5. I do
6. You do
7. Closure
8. The next day



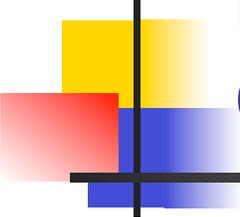
Reading, observing, & listening to information to identify, understand, communicate, and use . . .

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
Directions
10. Author's Purpose,
Techniques, Claims,
Views, and Arguments
11. Knowledge of Maps,
Charts, and Graphs
12. Literary Analysis
13. Information from
Researching



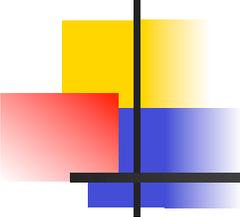
EXPLICIT TEACHING and Guided Practice

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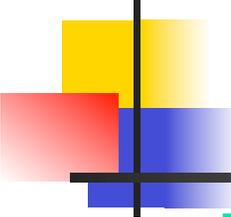
Making Reading/Thinking Skill Connections with Content

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order
Relationships
4. Comparison Relationships
5. Cause and Effect
Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
8. Problem-Solution
Relationships
9. Multi-step Instructions/
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Researching



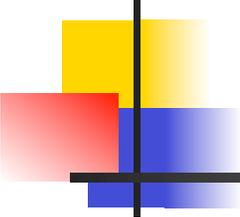
I will be able to . . . /I can . . .

- identify and summarize the main idea and details.
- identify central themes about the history of the world.



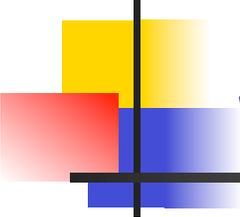
Main/Central Idea

Main Idea
Detail
Detail
Detail

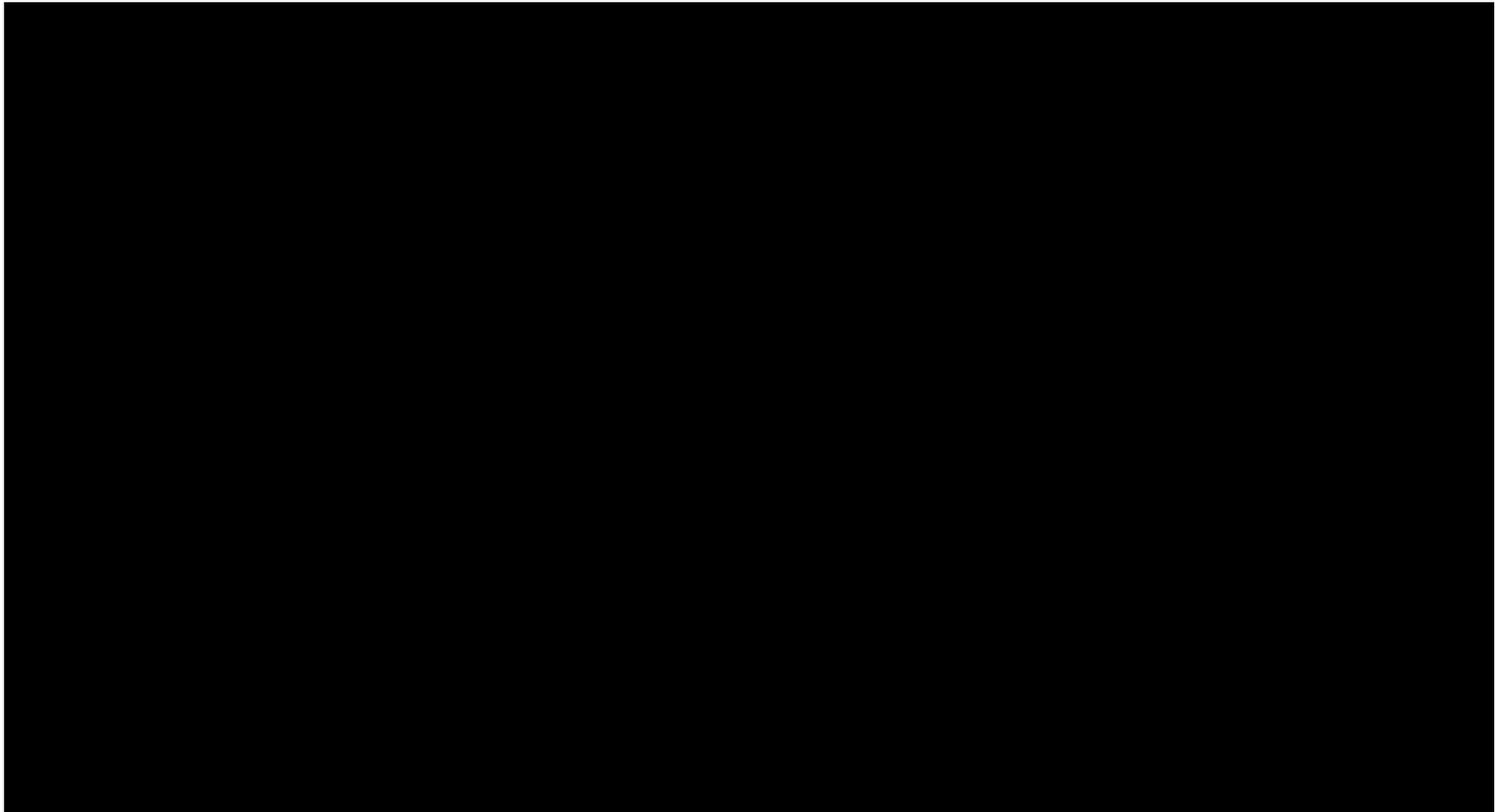


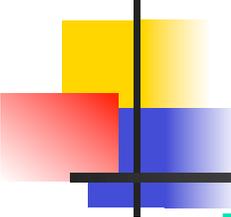
Main/Central Idea and Details

One main idea of the History of the World video is that humankind has been innovative/inventive. One example of that idea is when the floppy disk was invented. Another example of innovation/inventiveness was _____. In addition, innovation and inventiveness was illustrated when _____. Finally, innovation and inventiveness was shown when _____



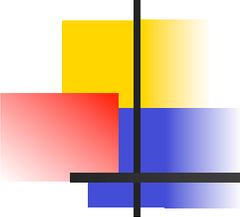
Start Small! Three to Five-Sentence Summaries





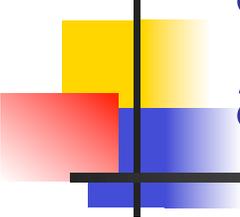
Main/Central Idea

Main Idea
Detail
Detail
Detail



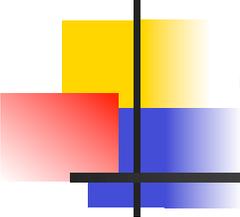
Main/Central Idea and Details

One main idea of the History of the World video is that humankind has been innovative/inventive. One example of that idea is when the floppy disk was invented. Another example of innovation/inventiveness was _____. In addition, innovation and inventiveness was illustrated when _____. Finally, innovation and inventiveness was shown when _____.



Kids will play a video game an average of 100 hours to “get good” at it.

- They don't . . .
 - get grades
 - get extra credit
 - win money
 - get public acclaim
- And they rarely play a game a second time without knowing/learning . . .
 1. Objectives/goals
 2. Strategies and skills
 3. Vocabulary
 4. How well they are doing
 5. What to do better next time



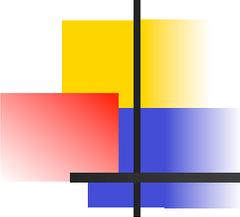
EXPLICIT TEACHING and Guided Practice

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Add two more reasons.

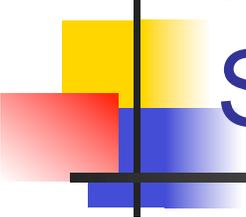
It is also important because it helps students (develop, use, learn how to)

1. Main/Central Idea
2. Significant Details/
Evidence
3. Sequential/Order Relationships
4. Comparison Relationships
5. Cause and Effect Relationships
6. Knowledge of vocabulary/
key terms
7. Generalizations and
Conclusions
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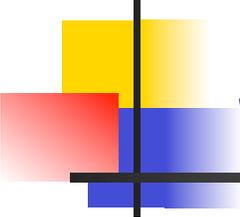
Summary Frames are Powerful Teachers

- A summary frame . . .
 - guides student processing of new learning.
 - provides a template of your expectations.
 - provides “road signs” to help the student determine if they are performing to expectations.
 - explicitly teaches various types of thinking.



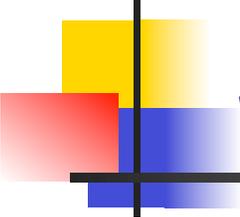
Research Results for Summarizing

- Up to a 47 percentile gain in achievement
- An average 34 percentile gain in achievement
- ASCD 2001 Classroom Instruction that Works (Marzano, Pickering, and Pollack)



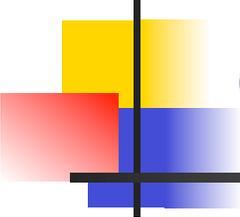
Sequence Summary Frame

- In order to _____ you must follow several steps.
- First, _____
- Then, _____
- Next, _____
- Finally, _____



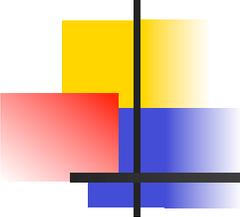
Main Idea/Significant Detail Summary Frame

- The main idea of this passage is _____.
- One fact or example that supports this main idea is _____.
- Another fact or example that supports this main point is _____.
- In addition, _____.
- Finally, _____ illustrates that (main idea) _____.



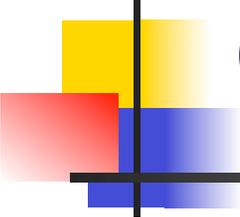
Compare-Contrast Frame

- _____ and _____ are alike and are different in several ways.
- First, they are alike because _____ but they are different _____.
- Secondly, _____ is _____ while _____ is _____.
- Finally, _____ and _____ are alike because _____.
- But, they are different because _____.



Problem-Solution Frame

- The problem began when _____.
- The _____ tried to _____.
- After that, _____.
- Then, _____
- The problem was finally resolved when _____.



Cause/Effect Summary Frame

- In order to understand the (effect/result) _____ you must identify the causes.
- The first cause of (effect/result) _____ is _____.
- Secondly, _____ was another cause of (effect/result) _____.
- A third cause of (effect/result) _____ is _____.
- It is clear that (effect/result) _____ has a number of contributing causes.

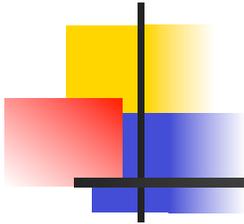
Character Trait Analysis Summary Frame

- A significant personality characteristic of (character name) _____ in the (book/story/passage) _____ is that he/she was (characteristic) _____.
- The first incident where/way that the character demonstrates (characteristic) _____ was _____.
- A second incident where/way that the character demonstrates this trait was _____,
- (Character) _____ also shows this trait when he/she _____.
- Finally, (character) _____ shows that he/she is (characteristic) _____ when _____.
- It is clear that (characteristic) _____ makes (character) _____ an (choose one--interesting, fascinating, important, etc) character in (book/story) _____.

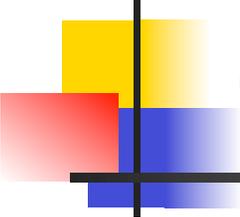
Conclusion/Generalization Summary Frame

- A person can conclude that _____.
- The first reason for/evidence that (conclusion/
generalization) _____ is
_____.
- A second reason for/evidence that (conclusion/
generalization) _____ is
_____.
- Yet another example that, (conclusion/generalization)
_____ is _____.
- There is no question then that (conclusion/
generalization)_____.

Writing and Talking about Math Problem Solving



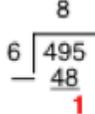
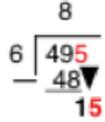
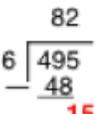
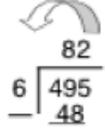
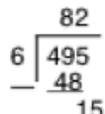
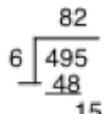
What is the answer?	What did you do? Or How did you do it? How do you plan?	Why did you do it? Can you explain it?
	I solved the problem about ... First, I ... Secondly, ... Next ... Then ... Then ... Finally ...	I solved the problem about ... The first reason why I ... Secondly, I ... Finally, I ... because ...



EXPLICIT TEACHING and Guided Practice

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2. We do
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8. The next day

Compare	Divide	Multiply	Subtract	Compare	Bring Down
Optional	Divide	Multiply	Subtract	Compare	Bring down

<p>1. Compare</p>  <p>?</p>	<p>2. Divide</p>  <p>÷</p>	<p>3. Multiply</p> 	<p>4. Subtract</p> 	<p>5. Compare</p>  <p>?</p>	<p>6. Bring Down</p> 
Optional	<p>÷</p>  <p>÷</p>	<p>X</p> 	<p>-</p> 	 <p>?</p>	

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Steps for Solving Formulas with the Given Values

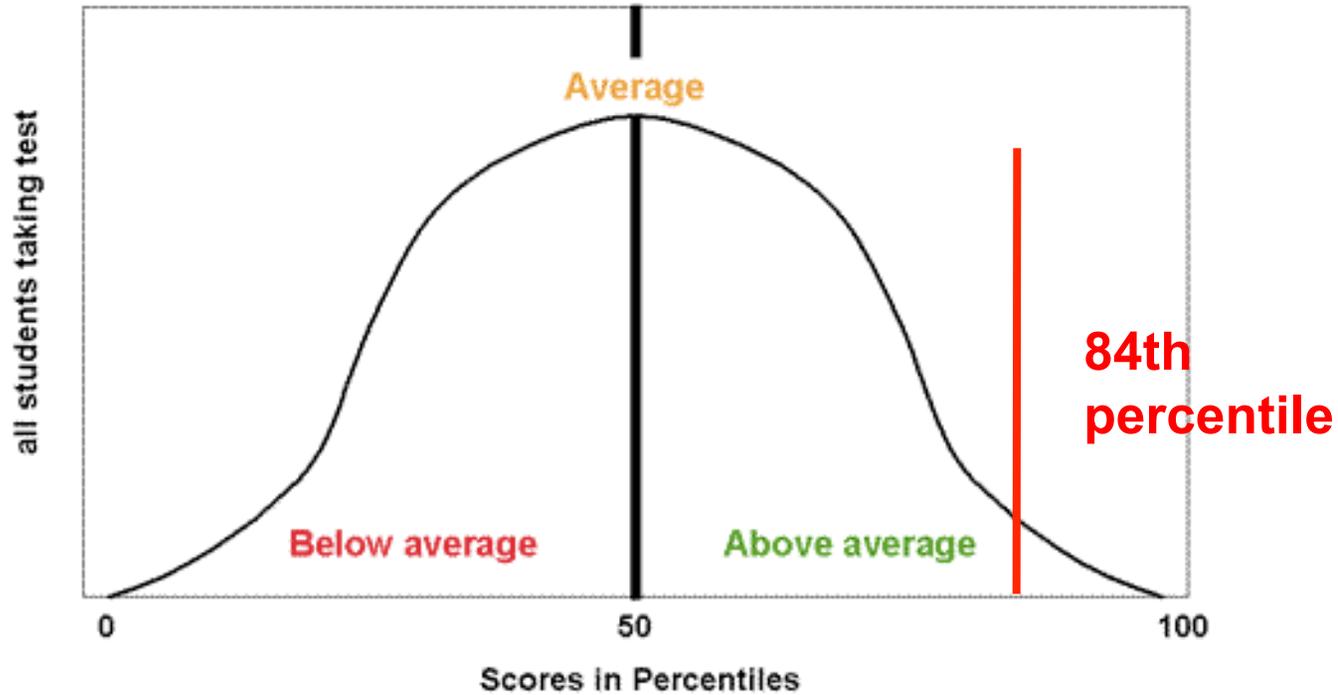
<p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 600 miles per hour. At this speed, how far did it fly in 3.5 hours?</p>	<p>2) Use formula $d = r \times t$</p> <p>d= distance r= rate t= time</p> <p>Finding Distance</p>	<p>3) Substitute the known values.</p> <p>multiply distance= rate X time</p> <p>d= 600 x 3.5 hrs.</p>	<p>4) Multiply to find the unknown value.</p> $\begin{array}{r} 600 \\ \times 3.5 \\ \hline 2100 \end{array}$	<p>5) Write the complete answer.</p> <p>The Boeing 747 plane traveled 2,100 miles in 3.5 hours.</p>
<p>1) Read the problem and find out what you must solve.</p> <p>A Boeing 747 plane traveled 500 miles per hour. At this speed, how far did it fly in 6.2 hours?</p>	<p>2) Use formula $d = r \times t$</p> <p>d= distance r= rate t= time</p> <p>Finding Distance YOUR TURN</p>	<p>3) Substitute the known values.</p> <p>multiply distance= rate X time</p>	<p>4) Multiply to find the unknown value.</p>	<p>5) Write the complete answer.</p>

Writing and Talking about Math Problem Solving

What is the answer?	What did you do? Or How did you do it? How do you plan?	Why did you do it? Can you explain it?
	I solved the problem about ... First, I ... Secondly, ... Next ... Then ... Then ... Finally ...	I solved the problem about ... The first reason why I ... Secondly, I ... Finally, I ... because ...

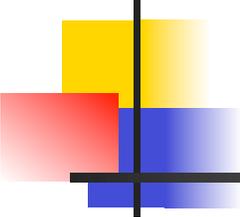
The Bell Curve

Norm-referenced Tests (NRTs) are designed to compare student performance to other students



Summarizing (34
percentile increase)



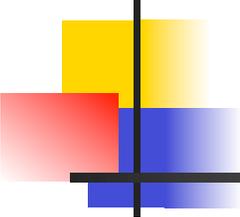


Procedures and Policies Regarding Re-assessment

- _____ Students must re-take the test/re-do the assignment in _____ days.
- _____ Students can earn up to a _____ grade on the second attempt.
- _____ Students must complete a corrective prior to re-taking the assessment /re-doing the assignment.
- _____ Parents will be informed about their child's performance and expectations for improvement.
- _____ Students must re-take assessments (before, during, after school, Saturday)

How did this teacher differentiate?





Responding to Students Learning Needs

Correctives

1. Teach the same material in a different way than the original method
2. Involve students in a different way than the original involvement
3. Provide students with successful experiences

Enrichments/Extensions

1. Should be rewarding and exciting learning opportunities
2. Should be challenging
3. Should appeal to the need for achievement, affiliation, and/or control

Correctives

- re-teaching
- alternative textbooks
- alternative materials
- workbooks
- academic games (crossword puzzles, simulations)
- audio or video recordings of demonstrations and lectures
- small group study sessions
- individual tutoring
- learning centers and laboratories
- computer-assisted instruction

Enrichments/Extensions

- Tutoring peers
- developing practice exercises
- developing related media materials
- completing special projects, experiments
- developing games, problems, and contests
- using advanced computer-assisted lessons
- locating background materials for future or current topics
- developing additional formative assessments
- planning to teach a mini-unit
- creating bulletin boards and displays
- applying knowledge to a new situation

To address diverse learner needs, a teacher can . . .

1. Change Content

What students will learn and the materials that represent the content

2. Change Process

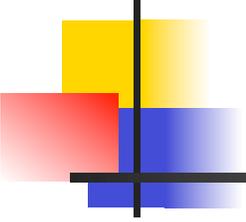
Activities through which students make sense of key ideas using essential skills

3. Change Product

How students demonstrate and extend what they understand and can do as a result of a span of learning

4. Change Environment

The classroom conditions that set the tone expectations of learning



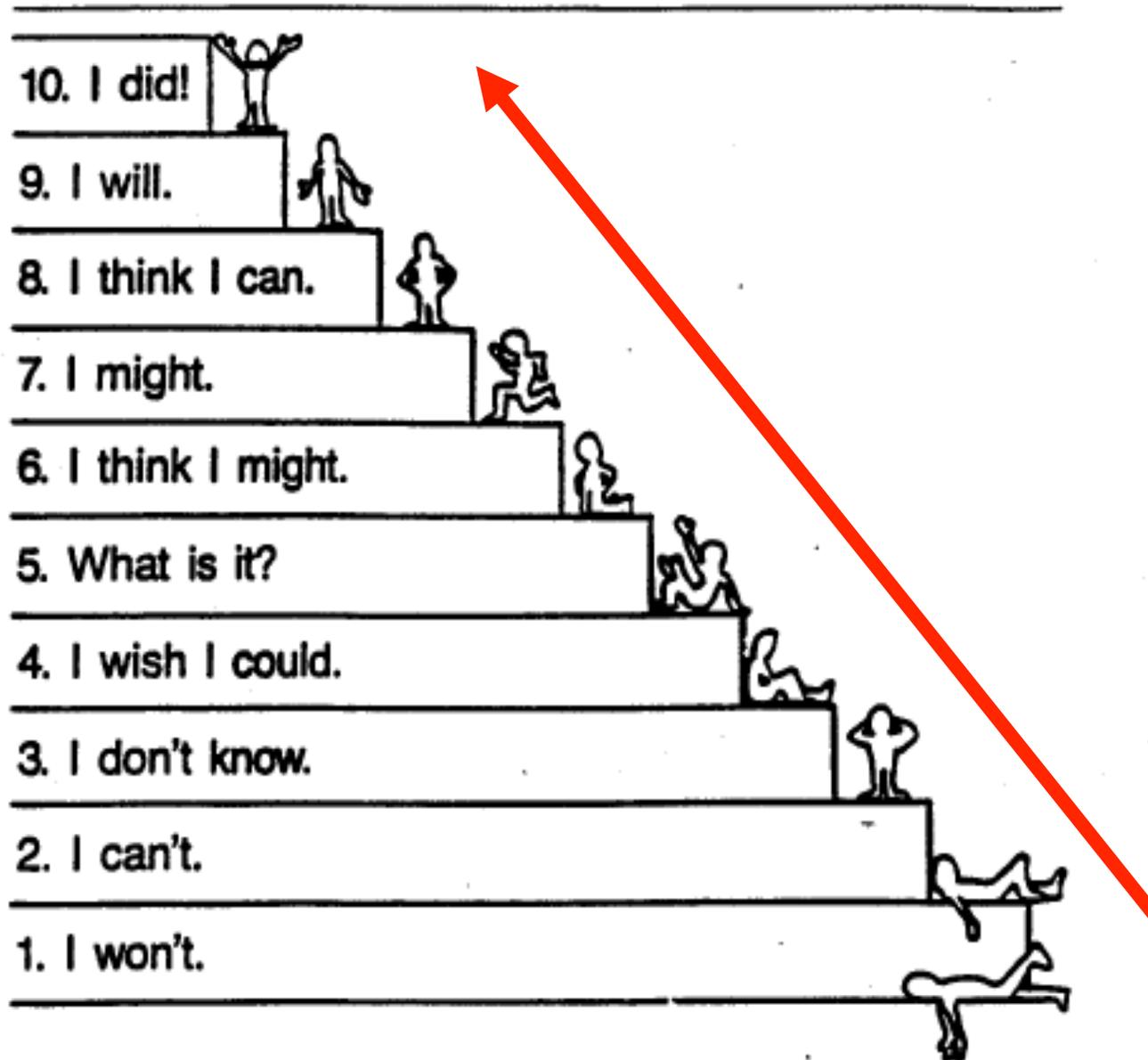
6

- **Please help us reflect about and celebrate progress.**

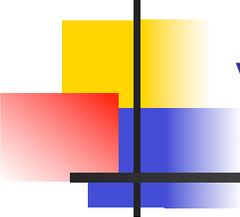
Learner/Performance Objectives

My Level of Understanding	I can...
☺ ☹ ☹	1. Define and use unit vocabulary.
☺ ☹ ☹	2. Recognize and analyze conditional statements.
☺ ☹ ☹	3. Write the inverse, converse and contrapositive of a conditional statement.
☺ ☹ ☹	4. Recognize and rewrite bi-conditional statements.
☺ ☹ ☹	5. Use symbolic notation to represent logical statements.
☺ ☹ ☹	6. Determine whether a logical statement is valid.
☺ ☹ ☹	7. Form conclusions by applying the laws of logic.
☺ ☹ ☹	8. Use properties of algebra to solve equations.
☺ ☹ ☹	9. Use properties of length and measure to justify segment and angle relationships.
☺ ☹ ☹	10. Justify and use congruent segment and congruent angle properties.

POWER THINKING

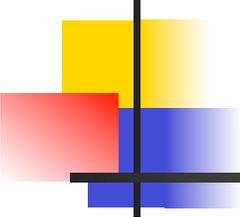


Marzano,
Tactics in
Thinking, 1989



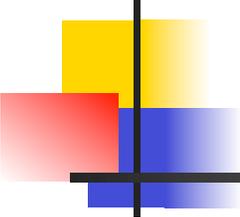
Think of a big project or task you completed successfully.

- What strategies, techniques, or resources did you use successfully?
- What would change if you did this project again?
- What are the first two steps you would take to make one of the changes?



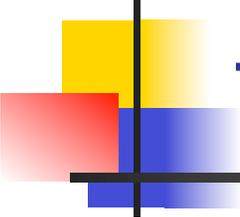
Students can self-assess/ reflect for higher achievement.

1. selecting strategies.
2. monitoring task performance.
3. establishing improvement goals and adjustments to your strategies.



Metacognition

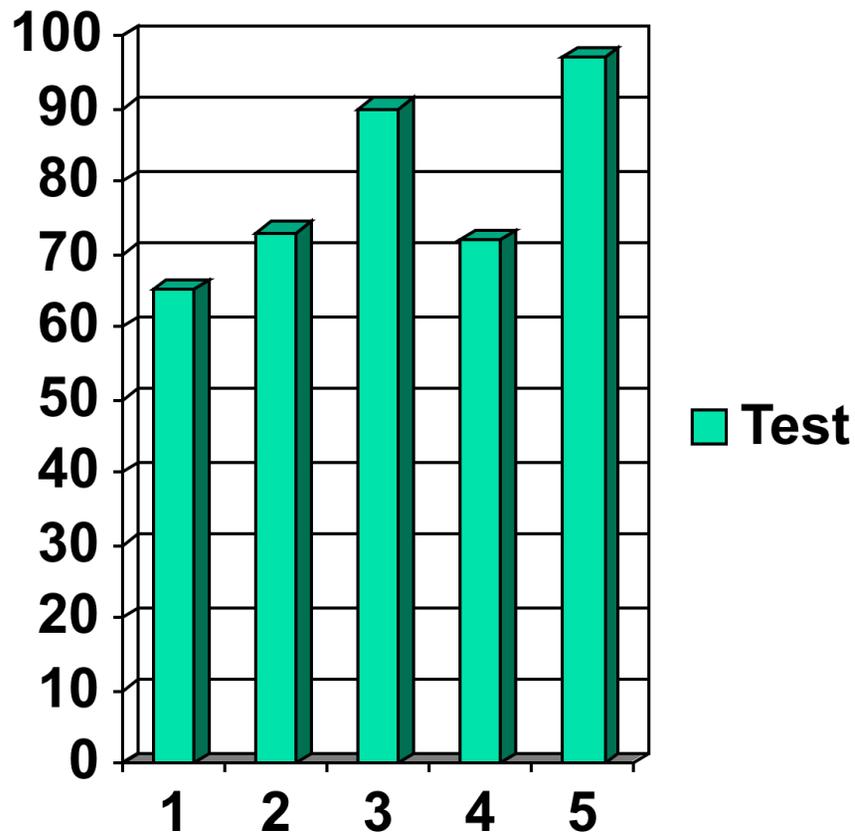
- Lesson:
 - Students can increase their performance when they think about and adjust their strategies the learning process.



Students assess themselves too.

- They rely on their interpretation of their own results to inform some very important instructional decisions, such as these:
 1. Can I learn this or am I just too dense?
 2. Is the learning worth the energy I will have to expend to attain it?
 3. Is trying worth the risk that I might fail...again...in public?
- If students come down on the wrong side of these decisions, it doesn't matter what the adults in their lives decide for them. The learning stops.

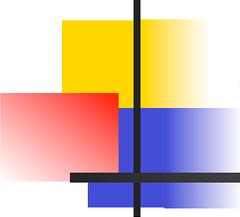
Tracking Progress and Determining What Worked and Didn't Work



- Strategies that helped
- Strategies that didn't help
- What caused changes?

Learner/Performance Objectives

My Level of Understanding	I can...
  	1. Define and use unit vocabulary.
  	2. Recognize and analyze conditional statements.
  	3. Write the inverse, converse and contrapositive of a conditional statement.
  	4. Recognize and rewrite bi-conditional statements.
  	5. Use symbolic notation to represent logical statements.
  	6. Determine whether a logical statement is valid.
  	7. Form conclusions by applying the laws of logic.
  	8. Use properties of algebra to solve equations.
  	9. Use properties of length and measure to justify segment and angle relationships.



The Self-Assessment and Goals Setting Strategy

1. What did you accomplish?
2. What strategies, steps, or practices did you successfully apply?
3. What do you need to abandon or change?
4. What's your plan?
5. What assistance do you need?

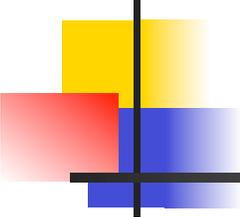
Prompts to Increase Student Reflection and Goal Setting

- I learned/relearned . . .
- I am concerned/worried about . . .
- One of my improvement goals is to . . .
- In order to use the information, skills, strategies, I need _____.
- I am optimistic about _____.
- "The next assignment or test, I'm going to use to _____
- Head, Foot, Heart Strategy
 - Head--An idea I had . . .
 - A feeling I experienced . . .
 - An action I will take. . .

Prompts to Increase Student Reflection and Goal Setting

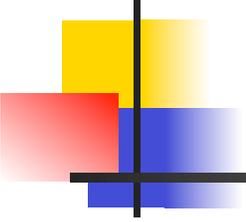
- I hope to accomplish _____.
- I should quit doing _____ in order to _____.
- I will need to learn how to _____ to accomplish/improve _____.
- The teacher will need to _____ to help me improve _____.
- I need the following resources to help me reach my improvement goal(s).
- I need the other students in the class to _____ to help me accomplish my improvement goal(s).
- In order to evaluate my progress toward my improvement goals, I need to _____.

My level of understanding	I can...
☺ ☹ ☹	1. Define and use unit vocabulary.
☺ ☹ ☹	2. Evaluate numeric expressions using properties of exponents.
☺ ☹ ☹	3. Evaluate expressions that have zero and negative exponents.
☺ ☹ ☹	4. Simplify algebraic expressions using multiplication properties of exponents.
☺ ☹ ☹	5. Simplify algebraic expressions using division properties of exponents.
☺ ☹ ☹	6. Convert numbers from decimal (standard) form to scientific notation.
☺ ☹ ☹	7. Convert numbers from scientific notation to decimal (standard) form.



Reflecting about Your Learning Today

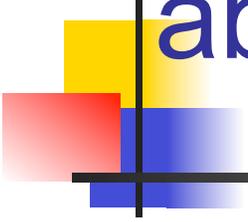
1. One thing that I learned/relearned today is
2. I realized that one of my strengths is
3. One thing that I am going to do as a result of this workshop is

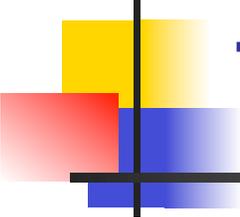


7

- **Please help us solve problems.**

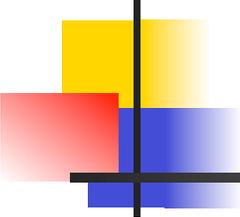
What is good, bad, or ugly
about this conference?





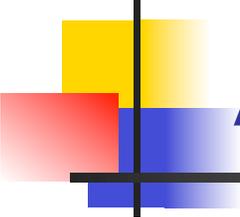
Try the IDEAL Strategy

- **I**dentify the dimensions of the problem.
- **D**etermine alternative solutions.
- **E**stablish standards and evaluate each alternative solution.
- **A**dopt and implement a plan.
- **L**ook back, evaluate, and adjust.



A Process for Solving Problems

1. Identify the problem that needs to be solved.
I don't do my homework and my grades are low.
2. What are the causes of this problem?
I don't understand the work in class.
I don't always pay attention in class.
I don't have the skills and confidence.
I don't know how to plan for and do homework.



And . . .

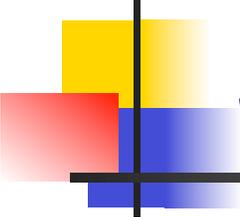
3. What positive results do you expect will occur when you solve this problem?

I will improve my grades.

I will improve my relationship with the teacher.

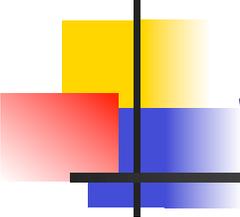
My parents won't ground me.

I won't fail again.



Solving Problems

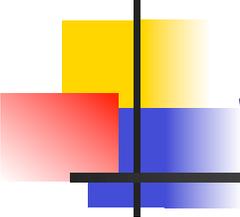
4. (D) What are some possible ways to solve this problem?
 - Do my homework.
 - Try harder to pay attention.
 - Keep a note on my desk reminding me to pay attention and be quiet.
 - Ask for help when I don't understand something.
 - Go to the tutorial center.



Solving Problems

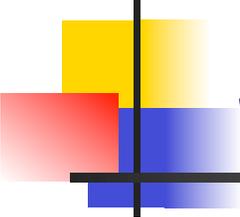
5. (E) Which alternative solution(s) do you choose to solve the problem?

- Do my homework.
- Try harder to pay attention.
- Keep a note on my desk reminding me to pay attention and be quiet.
- Ask for help when I don't understand something.
- Go to the tutorial center.
- Get a mentor
- Learn how to tell friends--NO



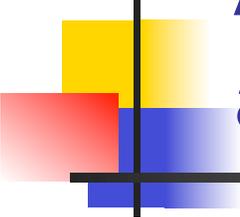
Solving Problems

6. (A) What obstacles, if any, do you have to overcome in order to solve this problem?
 - Bad habits
 - No follow through
7. (A) What is your plan for applying the solution you chose?
 - List and display steps



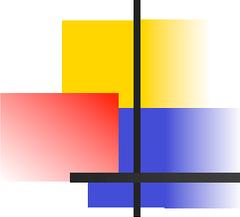
Solving Problems

8. (L) Do you predict that this plan will work? Why?
 - I think the plan will work if I have support from the teacher and she doesn't let me get away with stuff.
9. (L) When will you evaluate your solution strategy to make sure it is working?
 - Every day and then at the end of the week



Adjust the plan and strategies
and/or establish a new goal.

If your
PLAN A
doesn't work,
the alphabet has
25 more letters!
Stay cool!



I will be able to . . .

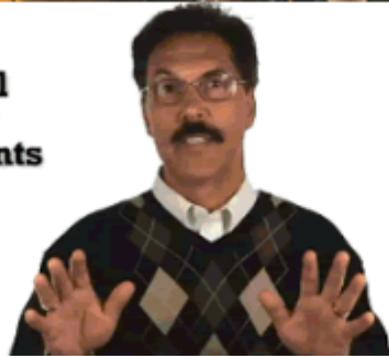
1. Explain what students need from us to demonstrate high achievement.
2. Be familiar with assessment practices that you and your colleagues use.
3. Know how to use data to measure and “cause” student learning and growth.

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Learning
Environments**



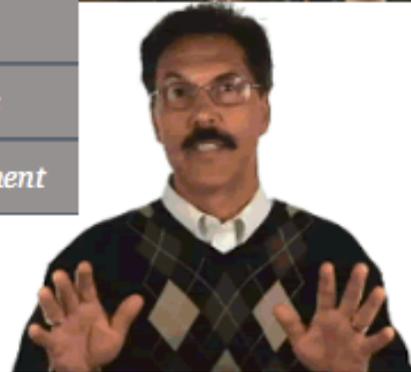
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Dr. Bobb Darnell | email: bobbdarnell@achievementstrategies.org | 847.452.4300

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Instruction



English Language Arts and Content Area Literacy

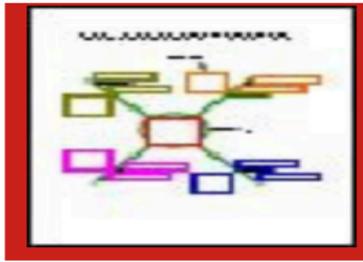
Math

Technology

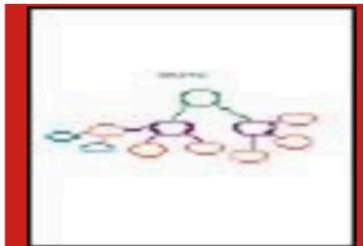
English Language Learners

Reading Skills	Graphic Organizers	Summary Templates	Questions/Prompts	Hand Signals
1. <i>Main/Central Idea</i>	<ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map 	<ul style="list-style-type: none"> • main idea paragraph and two-sentence summary • MEL-Con 	<ul style="list-style-type: none"> • main/central idea 	<ul style="list-style-type: none"> • Hold a fist (main idea) and dangle and wiggle fingers (details).
2. <i>Significant Details/Evidence</i>	<ul style="list-style-type: none"> • spider map • network tree map • cluster map • bubble map • w's chart 	<ul style="list-style-type: none"> • topic sentence evidence/detail • MEL-Con 	<ul style="list-style-type: none"> • significant details/evidence 	<ul style="list-style-type: none"> • Dangle and wiggle fingers (details)
3. <i>Sequential/Order Relationships</i>	<ul style="list-style-type: none"> • cycle map • flow map • storyboard • continuum/timeline 	<ul style="list-style-type: none"> • sequence paragraph • chronological summary 	<ul style="list-style-type: none"> • sequence/ order 	<ul style="list-style-type: none"> • Say put things in order with one hand pounding on the open palm of the other hand while moving both hands from left to right.

Graphic Organizers



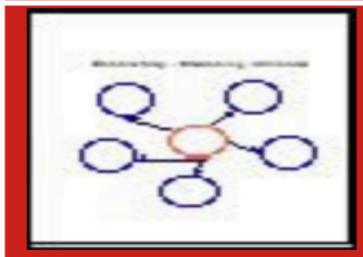
Spider Map



Network Tree



Cluster Map



Bubble Map

Summary and Constructed-Response Templates

Main Idea/Details Summary

MEL-Con

Two-Sentence Summary

Paragraph

Questions/ Prompts

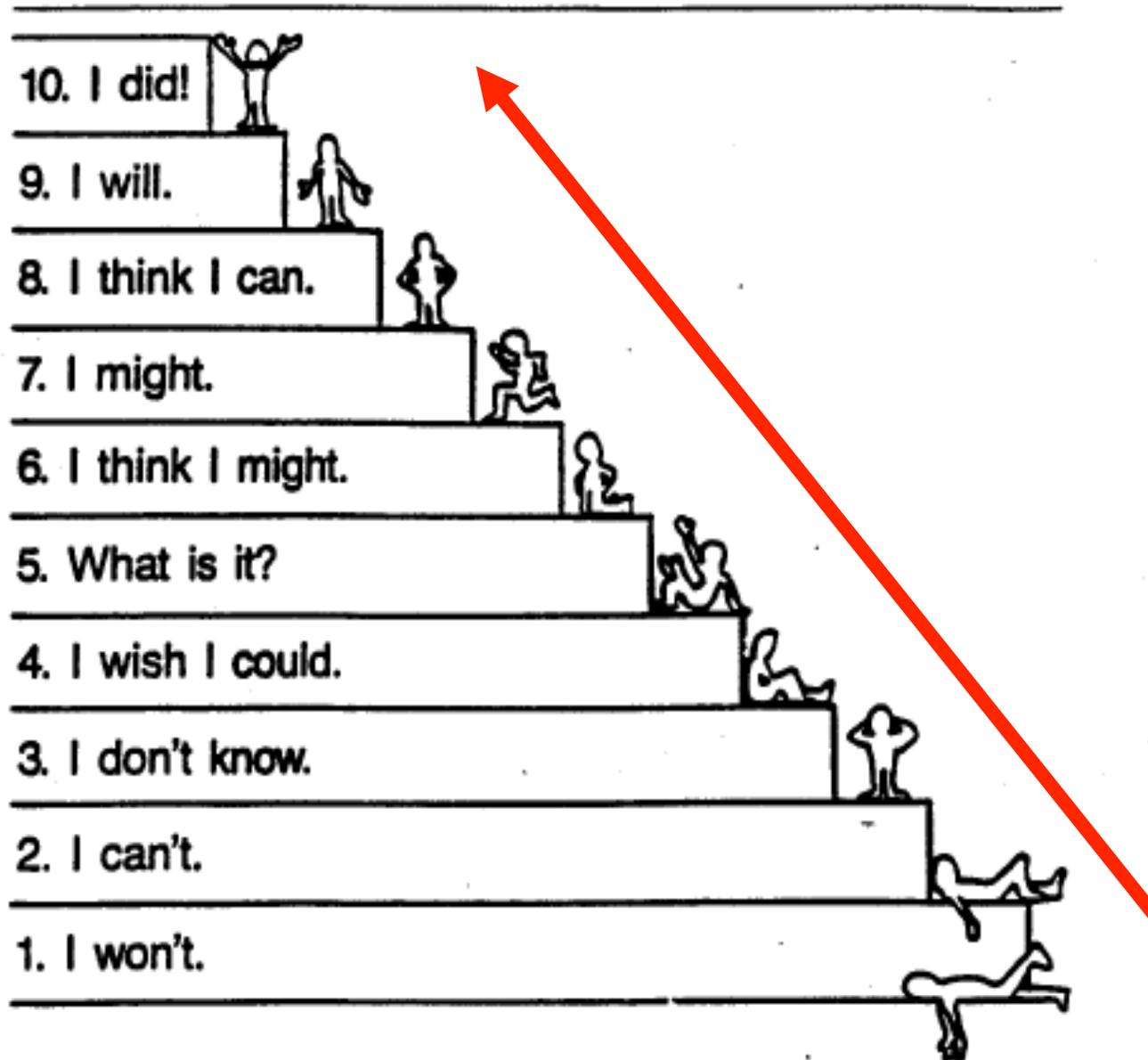
1. *The main point of the article is . . .*
2. *Summarize what you read.*
3. *The main theme of the story is . . .*
4. *List the facts regarding . . .*
5. *The text is about . . .*
6. *The main idea is about . . .*
7. *The story/article mainly tells . . .*
8. *Which of the following best expresses the main idea?*
9. *On the basis of information in the passage, we can determine that . . .*
10. *What would be the best title for this passage?*
11. *Which statement best expresses the central idea of this passage?*
12. *The main idea expressed in this passage is . . .*

Hand Signals for Focusing on the Skills & Strategies

Hold a fist (main idea) and dangle and wiggle fingers (details).



POWER THINKING



Marzano,
Tactics in
Thinking, 1989

Staying Optimistic and Hopeful While on the Common Core and Accountability Journey

- But, stay calm and . . .



Staying Optimistic and Hopeful While on the Common Core and Accountability Journey

- Set your goal to be . . .

