



INSTITUTE LEADERSHIP SERIES

Evaluating Curriculum and Instructional Processes Identifying Critical Areas for Action

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AGENDA

Morning Sessions

- Session 1:** Hitting the Target: Translating Common Core State Standards into Student Skills
- Session 2:** Integrating Assessment with Instruction: Matching Skills to Targets

Afternoon Sessions

- Session 3:** Designing High Quality Assessments
 - Session 4:** Understanding What Your Students Understand: Grading and Scoring
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SESSION 1: HITTING THE TARGET: TRANSLATING COMMON CORE STATE STANDARDS INTO STUDENT SKILLS
Process for Deconstructing Standards into Student Skills
Common Core State Standard:

8.RL.2: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.



STEP 1: Identify the key concepts (nouns or noun phrases)

Key Concepts: theme, central idea, characters, setting plot, objective summary



STEP 2: Determine the learning target(s): (verbs)

Learning Targets: Determine, analyze, provide (objective summary)



Step 3: Identify the Learning Target categories	Knowledge	Reasoning	Demonstration	Performance
Determine	✓			
Analyze		✓		
Provide			✓	



STEP 4: Identify the Securely Held Content (what students should truly understand)

Securely Held Content: central idea, theme, summary



STEP 5: Clarify any terms that might be interpreted in multiply ways or vague

Terms: objective summary



STEP 6: Write student skills that are specific and measurable

Student Skills:

1. Define “theme”
2. Trace the central idea of a text
3. Identify main characters
4. Describe the relationship of main characters in their reaction to a specific event in the text

Steps for Deconstructing Common Core State Standards

- 1. Identify nouns and noun phrases to identify key concepts**
- 2. Locate verbs to identify key target(s)**
- 3. Place the targets into one or more Learning Target categories**
- 4. Identify the Securely Held Content**
- 5. Clarify terms that may lead to multiple interpretations**
- 6. Construct a list of skills that are essential to become proficient in the identified standard**
- 7. Determine that skills:**
 - 1. Are aligned to the Learning Target categories**
 - 2. Have the level of rigor necessary to meet the expectations of the standard**
- 8. Write a learning progression that reflects the sequential steps for introducing, developing, and reinforcing concepts and skills**

Tips for Deconstructing Standards

Analyze the wording of the standards to determine key concepts and key skills.

- Underline nouns and noun phrases to identify Key Concepts
- Circle verbs to identify key Learning Targets

Example:

Create grade-appropriate real-world problems involving any of the four operations using multiple strategies, explain the reasoning used, and justify the procedures selected when presenting solutions.

Learning Target Verbs

The following chart helps identify the type of target associated with the terms in a standard.

Knowledge	Reasoning	Performance	Product
Explain	Predict	Observe	Design
Describe	Infer	Perform	Produce
Identify	Classify	Compose	Make
Define	Compare	Conduct	Write
Recall	Summarize	Speak	Draw
Recognize	Analyze	Operate	Represent
Select	Evaluate	Investigate	Display
List	Generalize	Collect	Model

Classifying Targets

Knowledge: Mastery of substantive subject content where mastery includes both *knowing and understanding* it.

Reasoning: The ability to *use knowledge and understanding* to figure things out and *solve problems*.

Demonstration: The development of proficiency in doing something where it is the *process that is important* such as playing a musical instrument, reading aloud, speaking in a second language or using psychomotor skills.

Products: The ability to *create tangible products*, such as term papers, science fair projects, and art sculptures that meet certain standards of quality and present concrete evidence of academic proficiency.

Selecting Standards to deconstruct

Determine which of the following standards need to be deconstructed or are sufficiently measurable and specific enough to be considered a skill statement.

	Standard	Needs to be Deconstructed
Math	Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines	
	Make a line plot to display a data set of measurement in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$)	
	Count to 100 by ones and by tens	
ELA	Compare and contrast the adventures and experiences of characters in stories	
	Describe the character of a story	
	Explain how an author uses reasons and evidence to support particular points in a text	

Skills Checklist Guide

The following is a guide for writing and reviewing skill statements. Skills should be:

Clearly describe and define the expected knowledge and abilities of the learners?
Simply, but clearly, stated
Accurate and reliable data for each learning target
Distinctive and specific to the standard
Stated so that it is possible to use a single method to measure learning, where applicable?
Stated so that learning requiring different assessment methods are not bundled into one statement
Accommodate alternate assessment methods, where applicable
Begin with an action verb to specify definite, observable skills
Describe what the students are engaged in
Describe the process not the activities

Deconstructing Standards: Sample ELA Worksheet

Standard RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

Step 1: Identify the key concepts: (noun or noun phrases).

- Meaning of words and phrases
- Figurative
- Connotative
- Technical
- Word Choices
- Tone
- Analogies
- Allusions

Step 2: Determine the learning target(s): (verbs).

- Determine
- Analyze

Step 3: Identify the Learning Target categories

	Knowledge	Reasoning	Demonstration	Product
Determine	✓			
Analyze		✓		

Step 4: Securely Held Content

- Determine the meaning of words and phrases as they are used in a text
- Figurative and connotative meanings

Step 5: Clarify terms

Analyze – To examine carefully and in detail, break apart into essential features in order to construct meaning

Step 6: Write student skills:

- Create sentences or phrases which exemplify figurative meaning
- Describe the difference between literal meaning and figurative meaning
- Construct an argument that would justify the use of specific words to illustrate how those words are used to provide meaning and context
- Describe how idioms meaning and figurative meaning are interrelated

Deconstructing Standards: Sample Mathematics Worksheet

Standard G-C.2: Identify and describe relationships among inscribed angles, radii, and chords. *Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.*

Step 1: Identify the key concepts: (noun or noun phrases).

- relationship
- inscribed angles
- radii
- chords

Step 2: Determine the learning target(s): (verbs).

- Identify
- describe

Step 3: Identify the Learning Target categories	Knowledge	Reasoning	Demonstration	Product
Identify	✓			
Describe	✓			

Step 4: Securely Held Content

- right angles
- diameter
- radius

Step 5: Clarify terms

- relationship

Step 6: Write student skills:

- Explain the term “circumscribed circle”
- Describe why every circle has a unique minimum bounding circle
- Describe the relationship between an intercepted arc and an inscribed angle
- Draw an example of a circumscribe circle and use it to show the relationship between a polygon and a circumcircle



ELA Worksheet

Standard 9-10.RH.3:
 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Step 1: Identify the key concepts: (noun or noun phrases).

Step 2: Determine the learning target(s): (verbs).

Step 3: Identify the Learning Target categories	Knowledge	Reasoning	Demonstration	Product

Step 4: Securely Held Content

- Cause and effect
- Scrutinize

Step 5: Clarify terms

- Analyze

Step 6: Write student skills:



Mathematics Worksheet

Standard 6.G.1:

Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.

Step 1: Identify the key concepts: (noun or noun phrases).

Step 2: Determine the learning target(s): (verbs).

Step 3: Identify the Learning Target categories	Knowledge	Reasoning	Demonstration	Product

Step 4: Securely Held Content

- Area
- Compose/decompose
- Quadrilaterals, polygons, rectangles

Step 5: Clarify terms

- Real-world
- Mathematical problems

Step 6: Write student skills:



Blank Worksheet

Standard:

Step 1: Identify the key concepts: (noun or noun phrases).

Step 2: Determine the learning target(s): (verbs).

Step 3: Identify the Learning Target categories

Knowledge	Reasoning	Demonstration	Product

Step 4: Securely Held Content

Step 5: Clarify terms

Step 6: Write student skills:

Language Arts Standards

Grade	Standards
K	With prompting and support, identify the reasons an author gives to support points in a text.
1	Identify the reasons an author gives to support points in a text.
2	Describe how reasons support specific points the author makes in a text.
3	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).
4	Explain how an author uses reasons and evidence to support particular points in a text.
5	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
6	Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Grade	Standard: Write arguments focused on <i>discipline-specific content</i> .
6 - 8	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
9 - 10	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
11 - 12	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

Mathematics Standards Progression

Grade	Standards
K	Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.
1	Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.
2	Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems ⁴ using information presented in a bar graph.
3	Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs.
4	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Solve problems involving addition and subtraction of fractions by using information presented in line plots.
5	Make a line plot to display a data set of measurements in fractions of a unit ($\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
6	Understand that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.
7	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability.
8	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Number and Quantity	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Algebra	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Functions	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.
Geometry	Use geometric shapes, their measures, and their properties to describe objects.
Statistics and Probability	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (inter-quartile range, standard deviation) of two or more different data sets.

SESSION 2: INTEGRATING ASSESSMENT WITH INSTRUCTION

Standard RI.8.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.				
Step 1: Identify the key concepts: (noun or noun phrases). <ul style="list-style-type: none"> • Meaning of words and phrases • Figurative • Connotative • Technical • Word Choices • Tone • Analogies • Allusions 				
Step 2: Determine the learning target(s): (verbs). <ul style="list-style-type: none"> • Determine • Analyze 				
Step 3: Identify the Learning Target categories	Knowledge	Reasoning	Demonstration	Product
Determine	✓			
Analyze		✓		
Step 4: Securely Held Content <ul style="list-style-type: none"> • Determine the meaning of words and phrases as they are used in a text • Figurative and connotative meanings 				
Step 5: Clarify terms Analyze – To examine carefully and in detail, break apart into essential features in order to construct meaning				

Moving from Skills to Assessments

	Step 6 : Construct specific skill statements		Target Types	Level of Rigor	Step 7 : Identify the types of learning target(s) (K, R, D, and/or P) and the Level of Rigor
Step 8: Write a learning progression	(Example: Identify the main idea in a specific piece of text)		R	Level 2*	
	1	Create sentences or phrases which exemplify figurative meaning	K/D	Level 1	
	2	Describe the difference between literal meaning and figurative meaning	R/D	Level 2	
	3	Construct an argument that would justify the use of specific words to illustrate how those words are used to provide meaning and context	R/D	Level 3	
	4	Describe how idioms meaning and figurative meaning are interrelated	R/D	Level 2	

Matching Learning Target Categories to Assessment Methods

Knowing what assessment methods are most appropriately matched to various learning target categories, the more accurate information teachers can acquire to provide high quality feedback to students and adjust instruction. Below is a rubric for identifying which assessments have a high level match (++), which are acceptable matches (+), and which methods are not a good match (-). This rubric is only meant to serve as a guide in assisting in the selection of assessments.

	Assessment Method				
	Selected Response	Constructed Response	Performance Assessment	Individual Communication	Portfolio Assessment
Knowledge	++	++	-	+	++
	Good for assessing elements of knowledge	Good for assessing mastery of elements of knowledge	Very time consuming	Good for one on one understanding but time consuming	Provides evidence of growth and understanding of specific elements of concepts
Reasoning	-	++	+	+	++
	Does not accurately assess reasoning Proficiency	Provides opportunities for students to demonstrate their reasoning skills	Can watch students be engaged in some tasks and if the product is the result of reasoning	Students can “talk through” their reasoning	Looks at reasoning proficiency over time, providing multiple examples.
Skill Demonstration	-	-	++	+	+
	Cannot assess understanding of specific concepts	Only used in the lowest of grades when writing is the skill development	Skill development can be readily observed	Best for oral communication proficiency	If it includes either a video or audio component
Product	-	+	+	-	++
	Products do not assess knowledge – only ability and pre-requisite knowledge	High correlation for written work	The attributes of the product can be assessed	Does not relate to the development of a product.	Provides a longitudinal view of product development over time.

Cognitive Demand Categories for Mathematics

Level I	Level II	Level III	Level IV	Level V
Memorize Facts, Definitions, Formulas	Perform Procedures	Demonstrate Understanding of Mathematical Ideas	Conjecture, Analyze, Generalize, Prove	Solve Non-Routine Problems, Make Connections
Recite basic mathematics facts	Use numbers to count, order or denote	Communicate mathematical ideas	Determine the truth of a mathematical pattern or proposition	Apply & adapt a variety of appropriate strategies to solve problems
Recall mathematics terms and definitions	Do computational procedures or algorithms	Use representations to model mathematical ideas	Write formal or informal proofs	Apply mathematics in contexts outside of mathematics
Recall formulas and computational	Follow procedures/instructions	Explain findings and results from data analysis	Analyze data	Recognize, generate or create patterns
	Make measurement, do computations	Develop/explain relationships between concepts	Find a mathematical rule to generate a pattern or number sequence	Synthesize content and ideas from several sources
	Solve equations/formulas, routine word problems	Explain relationships between models, diagrams, & other representations	Identify faulty arguments or misrepresentations of data	
	Organize or display data		Reason inductively or deductively	
	Read or produce graphs and tables		Use spatial reasoning	
	Execute geometric constructions			

Each category is defined using a list of descriptors to identify the types of cognitive demand associated with a given category of student expectation. It should be noted that the descriptors listed for each category are not exhaustive, but intended to be illustrative of the types of activities associated with each category.

Cognitive Demand Categories for Language Arts

Level I	Level II	Level III	Level IV	Level V
Memorize, Recall	Perform Procedures, Explain	Generate, Create. Demonstrate	Analyze, Investigate	Evaluate, Integrate
Reproduce sounds or words	Follow instructions	Create / develop connections among text, self, world	Categorize / schematize information	Determine relevance, coherence, internal consistency, logic
Provide facts, terms, definitions, conventions	Give examples	Recognize relationships	Distinguish fact and opinion	Assess adequacy, appropriateness, credibility
Locate literal answers in text	Check consistency	Dramatize	Compare and contrast	Test conclusions, hypotheses
Identify relevant information	Summarize	Order, group, outline, organize ideas	Identify with another's point of view	Synthesize content and ideas from several sources
Describe	Identify purpose, main ideas, organizational patterns	Express new ideas (or express ideas newly)	Make inferences, draw conclusions	Integrate with other topics and subjects
	Gather information	Develop reasonable alternatives	Predict probable consequences	Critique
			Generalize	

Each category is defined using a list of descriptors to identify the types of cognitive demand associated with a given category of student expectation. It should be noted that the descriptors listed for each category are not exhaustive, but intended to be illustrative of the types of activities associated with each category.

Aligning Skills to Learning Target Types, Level of Rigor, and Learning Progression

Step 8: Write a learning progression	Step 6 : Construct specific skill statements		Target Types	Level of Rigor	Step 7: Identify Learning Target Types (K, R, D, and/or P) and Level of Rigor



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**SESSION 3: DESIGNING HIGH QUALITY ASSESSMENTS**

Sample Assessment Blueprints – Adapted from *Assessment and Grading in Classrooms* by S.M. Brookhart & A.J. Nitko, 2008

Standard: Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

Holes by Louis Sachar

Content Outline	Knowledge	Reasoning	Product	Performance
Theme or Central Idea	<ul style="list-style-type: none">• Define “theme”• Trace the central idea of a text	<ul style="list-style-type: none">• Break down the story into its component parts and describe how the plot develops through supporting details		
Setting, plot, and characters	<ul style="list-style-type: none">• Identify main characters	<ul style="list-style-type: none">• Describe the relationship of main characters in their reaction to a specific event in the text		
Objective Summary			<ul style="list-style-type: none">• Write a brief summary that is unbiased	<ul style="list-style-type: none">• Explain what it is to provide an objective opinion or point of view

Level of Understanding
Assessment Blueprint

Content Outline	Questions	Level of Rigor	Target Match	Skill Match	Points
I. Theme or Central Idea	1. Explain why it is or is not effective to use digging holes to reform character.				2
	2. Based on the information in the book, explain why you believe the punishment the boys received was, or was not, equal to their crime?				4
Section Points					6
II. Setting, plot, and characters	3. Explain why the boys are digging holes?				2
	4. What are the four main character traits of Trout Walker?				2
	5. Identify the qualities needed to survive camp: <ul style="list-style-type: none"> a. Persistence b. Humility c. Obstinacy d. Fatalism 				4
	6. Consider the main types of conflict and discuss what overarching conflict pervades throughout this novel.				4
	7. How justified is Stanley in blaming his great great grandfather for all his bad luck?				4
Section Points					16
III. Objective Summary	8. Concisely describe, in your own words and without editorializing, the thesis and major points of the novel.				8
Section Points					8
TOTAL POINTS					30



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Developing Instructionally Sensitive Assessments

It is important for assessments to accurately measure student understanding. A strong match between the questions and the type of learning target results in a more accurate picture of student learning. If the assessment is not appropriately matched then the results will not yield accurate information about the level of learning that has taken place. Poor alignment means the assessment is not instructionally sensitive and is a weak instrument either as a summative or formative assessment.

English Language Arts

For each of the following:

- A. TYPE: Identify if the question is primarily **K**nowledge, **R**easoning, **D**emonstration, and/or **P**erformance
- B. ALIGNMENT: From 1 (very low alignment) to 5 (very high alignment) indicate how closely you think the question is to what the Learning Target is requiring students to know or be able to do.

Learning Target	TYPE	ALIGNMENT
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (L-Gr6.1) Q. Underline the adverbs in the following sentences		
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.(RL-Gr1.4) Q. Circle the words in the story that show feelings.		
Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (RI-Gr5.6) Q. Explain, in detail and based on specific information, how differently The Economist handled the election of President Obama as compared to The New Republic on foreign policy.		
Explain how an author uses reasons and evidence to support particular points in a text.(RU-Gr4.8) Q. Identify the author's point of view.		
Ask and answer questions about unknown words in a text. (RL-K-4) Q. Circle a word you do not know and write what you think it means.		
Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (RI-Gr5.9) Q. Discuss how the <i>Huckleberry Finn</i> and <i>Sweet Clara and the Freedom Quilt</i>		
Determine a theme or central idea of a text. (RL-Gr9-10.2) Q. Circle which of the following identifies the main idea of the story.		

Developing Instructionally Sensitive Assessments

It is important for assessments to accurately measure student understanding. A strong match between the questions and the type of learning target results in a more accurate picture of student learning. If the assessment is not appropriately matched then the results will not yield accurate information about the level of learning that has taken place. Poor alignment means the assessment is not instructionally sensitive and is a weak instrument either as a summative or formative assessment.

Mathematics

For each of the following:

- A. TYPE: Identify if the question is primarily **K**nowledge, **R**easoning, **D**emonstration, and/or **P**erformance
- B. ALIGNMENT: From 1 (very low alignment) to 5 (very high alignment) indicate how closely you think the question is to what the Learning Target is requiring students to know or be able to do.

Learning Target – Sample Assessment Question	TYPE	ALIGNMENT
Tell and write time in hours and half-hours using analog and digital clocks. (1.MD.3) Q. Circle the clock that show 2:15		
Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. (3.MD.3) Q. Create a graph that depicts the following: 25 people liked green, 12 liked blue, 19 like yellow, and 2 liked orange		
Use ratio and rate reasoning to solve real-world and mathematical problems. (6.RP.3) Q. If a car salesman made \$800 on the sale of a \$22,000 car, how much did they make when the sold a car for \$28,000?		
Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. (F-IF.3) Q. Find the next number in the following: 3.142857		
Construct an equilateral triangle, a square and a regular hexagon inscribed in a circle. (G-CO.13) Q. If the radius of a circle is 15, what is the area of a triangle inscribe within that circle?		
Distinguish between situations that can be modeled with linear functions and with exponential functions. (F-LE.1) Which type of function would you use in the following: You earn \$8 per hour. For each week you work your hourly rate increases by \$1.00 a. Arithmetic b. Geometric		



Assessment Questions: Storm (from Woodsong, by Gary Paulsen)

Typical Questions

1. Why does the author say that he “learned nothing” while hunting in the woods?
2. Besides writing, what else has the author done to support his family?
3. How did the author become involved with dogs?
4. How would the author stay warm on cold nights after setting trap lines?
5. Why should a musher never feed a dog dry dog food when the dog is going to be working hard or stressed?
6. Why does Storm go insane when the author tries to put him in the basket when he was hurt?
7. Why will the author never kill again?
8. Why was it a miracle that Obeah came back when the author was hurt?
9. Why was this run a “day of wonders” for the dogs?
10. Describe what the author had to do in order to get ready for bed.

LEVEL I: Knowledge

1. Paulsen’s dog, Storm, was loyal. TRUE/FALSE
2. What did the dog accidentally bury in the snow?
3. What frightened the dog?
4. What caused Paulsen and his dog team to lose a race?

LEVEL II: Reasoning

1. Use incidents from the text to explain how animals can, at times, be more intelligent than humans.
2. Is it wrong for animals to kill other animals for food? Explain.
3. Explain why the author’s interpretations of the dog’s behavior may really all be in the author’s head and are not really accurate.

LEVEL III: Application to Real Life

1. Why is it important to always be true to yourself and to your friends?
2. “All work and no play makes Johnny a dull boy.” Interpret that statement in reference to what you read in this book.
3. Connect the following statement to the information in this book, “Winning isn’t everything – it’s the only thing.”

Moving from the Standards to the Assessment

Standard

- Identify and explain techniques of direct and indirect characterization in fiction.
- Explain how author's voice and/or choice of a narrator affect the characterization and the point of view, tone, plot, mood and credibility of a text.
- Explain how an author's viewpoint, or choice of a narrator affects the characterization and the tone, plot, mood and credibility of a text.

Test: The Red Pony

1. Who is the hero of the book:
 - a) Jody Tiflin
 - b) Billy Buck
 - c) Gitano
 - d) Gabilan
2. Which character most resents Gitano?
 - a) Carl Tiflin
 - b) Jody
 - c) The neighboring rancher
 - c) Billy Buck
3. The character, Jody, is a:
 - a) Girl
 - b) Boy
 - c) Never identified
4. The difference between the characters Carl Tiflin and Billy Buck is that:
 - a) Carl is pleasant while Billy is bad
 - b) Carl is terrible while Billy is good

5. What role does Gitano play in the book?

6. Identify the four main characters in the book:

7. Why is this book titled The Red Pony?

8. How was the book, The Red Pony, different from the movie?

SESSION 4: UNDERSTANDING WHAT YOUR STUDENT UNDERSTAND: GRADING AND SCORING

Survey on Marking and Grading Practices

My Current Grading Practices	Almost Always	Frequently	Sometimes	Never
1. I include one or more of the following in grades: effort, participation, tardiness, attendance, and/or adherence to class rules.				
2. I reduce points/marks on work submitted late.				
3. I give bonus points for extra credit.				
4. I reduce marks/grades for cheating.				
5. I organize information in my record/marking/grading book by source: homework, quizzes, tests, labs, etc.				
6. I include zeros for missing work in grades.				
7. I communicate feedback on assessments by providing a single letter grade.				
8. I provide detailed comments to students about strengths and weaknesses in their work.				
9. I include performance on homework into final grades.				
10. I keep separate track of information from formative and summative assessments.				
11. I allow students to redo assessments without penalty if they have not done well.				
12. I allow new evidence to replace, not simply be added to, old evidence.				
13. My students understand how grades will be calculated and what evidence will count.				

My Opinions on Grading	Agree	Somewhat Agree	Somewhat Disagree	Disagree
14. The ONLY purpose for grades/marks should be to communicate student learning as of a point in time.				
15. One should NEVER include group scores in grades for individual students.				
16. There should be a limit to the number of students who receive marks/grades of A.				
17. Assessments and marks/grades should demonstrate how well students are doing relative to one another.				
18. It is most accurate to base grades on the mean (average) score rather than the median (middle) or mode (most frequent) score.				
19. Peer- and self-assessment should be limited because only teachers should assign grades/marks.				

My Current Confidence Level	Very Confident	Somewhat Confident	A Little Confident
20. I can design or find assessments that provide an accurate picture of student learning on particular learning targets/objectives.			
21. I can prepare assessment plans for units that show when formative and summative assessments will occur and how they interact.			
22. I can assign grades that have meaning.			

Adapted from *A Repair Kit for Grading: A Study Guide from ETS Assessment Training Institute.*



Color Crayon:

I am a color crayon no one use me I am hidous green They use beautiful cherry pink and safire blue instead, One day I fell out of Stacy's desk and in the morning somebody stepped on me and smeared me all over the Floor and then the teacher saw it There was only have left of me so she trew me in the garbag well it was kind of exsiting cause there was a chaclate brown crayon right then we fell in love so three fantastic days later I was Mrs Brown.

Language Arts: Word Choice

Use the rubric below to evaluate the paragraph. If the writing is higher than a 3 but not sufficient to achieve a 5, you may give the writing a score of 4. If it is above a 1 but does not have the attributes for a score of 3, you may give it a 2. The score must be a whole number, not a 1.5, etc.

Rubric

5	<p>Words convey the intended message in a precise, interesting, and natural way. The words are powerful and engaging.</p> <ul style="list-style-type: none">• Words are specific and accurate. It is easy to understand just what the writer means.• Lively verbs add energy while specific nouns and modifiers add depth.• Precision is obvious. The writer has taken care to put just the right word or phrase in just the right spot.
3	<p>The language is functional, even if it lacks much energy. It is easy to figure out the writer's meaning on a general level.</p> <ul style="list-style-type: none">• Words are adequate and correct in a general sense, and they support the meaning by not getting in the way.• Despite a few successes, the writing is marked by passive verbs, everyday nouns, and mundane modifiers.• The words may be refined in a couple of places, but the language looks more like the first thing that popped into the writer's mind.
1	<p>The writer demonstrates a limited vocabulary or has not searched for words to convey specific meaning.</p> <ul style="list-style-type: none">• Words are so nonspecific and distracting that only a very limited meaning comes through.• Limited vocabulary and/or misused parts of speech seriously impair understanding.• Words and phrases are so unimaginative and lifeless that they detract from the meaning.

SCORE _____