

School Improvement for Student Success Conference

Are We Asking the Right Questions?

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Comparing Traditional Assessment to Current Assessment

Shift 1: Regular practice with complex text and its academic language

From	To
Little emphasis on text complexity	Strong emphasis on text complexity
Vocabulary questions often focused on prior knowledge rather than context; little emphasis on tier 2 words	Vocabulary questions focused on meaning of words in context; strong emphasis on tier 2 words and words important to central ideas
Figurative language questions focused on literary terms	Figurative language questions focused on meaning, not terms



***Shift 2: Reading, writing and speaking grounded
in evidence from text, both literary and
informational***

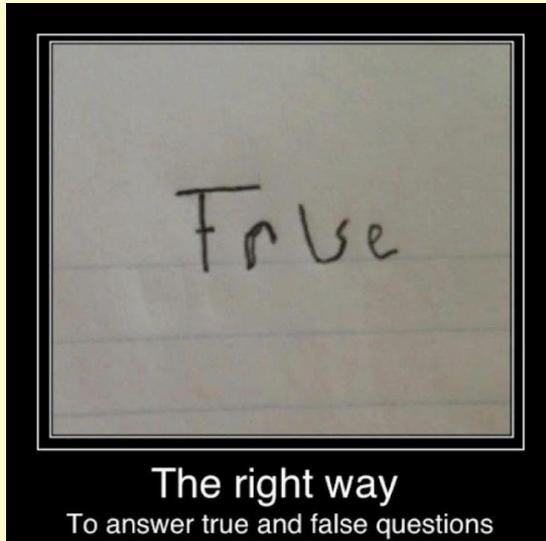
From	To
Focus on simple recall or superficial analysis	Focus on careful reading and analysis of texts
Little or no emphasis on using textual evidence	Strong emphasis on using textual evidence
Decontextualized writing prompts	Writing to sources



***Shift 3: Building knowledge through
content-rich nonfiction***

From	To
Equal representation of informational and literary texts; limited focus on the quality of informational texts	More informational texts as students move through the grades; greater focus on content-rich informational texts at all grades





Assessments have changed so the questions that teachers ask need to change.

Teachers have to ask the right questions and students have to ask the right questions all the way through the learning process.

Not just about the final assessment – it's the assessment that teachers do every day!

Teachers have to change the instruction so that the instruction gets to the right questions. That's when the shifts happen.

If teachers write these fantastic assessments, but the instruction stays the same, then the students will do poorly.

Why do we get the answers we do?



Assessment Purposes

For Learning	As Learning	Of Learning
<ul style="list-style-type: none"> •Teacher actions •to determine what to do next instructionally (strategies, differentiation) •To provide descriptive feedback to students (what they are doing well, what needs improvement and how to improve) 	<ul style="list-style-type: none"> •Student actions •to determine what to do next in my learning (e.g. strategy, focus) •To provide descriptive feedback to peers and self (peer and self assessment) •Goal is to become reflective, self-monitoring learner 	<ul style="list-style-type: none"> •Teacher created for student evaluation •to determine student's level of achievement of overall expectations at a given point in time •As evidence to support professional judgment



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Assessment **FOR** Learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining *where students are in their learning, where they need to go, and how best to get there.*



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Assessment **AS** Learning

The process of developing and supporting student metacognition. *Students are actively engaged in the assessment process*; that is, they monitor their own learning.



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Assessment **OF** Learning

The process of collecting and interpreting evidence for the purpose of *summarizing learning at a given point in time, to make judgements about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.*

The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a learning cycle.



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Card Game

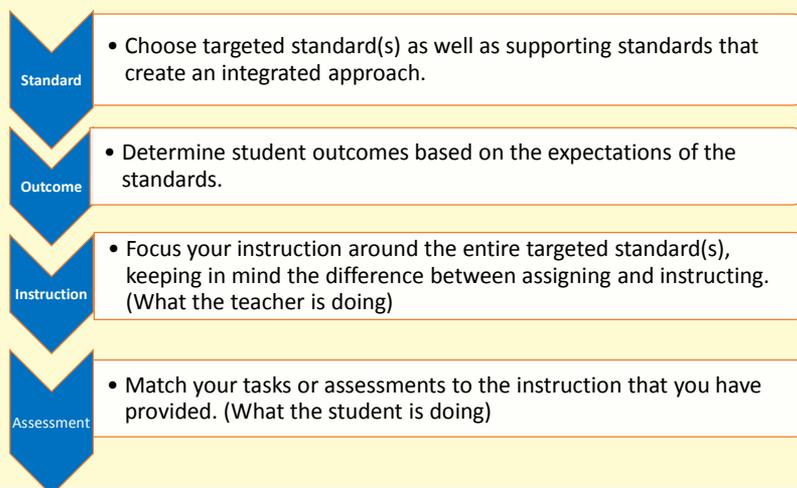
FOR	AS	OF
Teacher provides exit cards following the lesson.	Student writes reflection about homework assignment.	Teacher creates unit test for students.
Teacher asks probing questions to expand discussion.	Student conferences with teacher about writing errors.	Students create a presentation to demonstrate understanding.



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Standard → Outcome → Instruction Assessment



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RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.6.3 Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

Student Outcome: Students will use proof from the text to support their idea of how a character changes.

Instruction: "Students, watch as I refer to the text to find evidence to support my thinking about a character's change in *Peter Pan*. In order to find the evidence, I must first consider how the story unfolds. So let's review the plot, marking examples as we go. Now we have seven examples. Let's look at how I determine the strongest textual evidence that would back up my thinking. Notice how I am using sticky notes to mark the places in my book so I can cite the text during class discussion."

Task: On a notecard write one idea you have about how a character changes. Use stickies to mark textual evidence. On paper, list the evidence you have found, in the order of importance.



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Remember: It's important to cover the whole standard!

Example:

RL.6.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

Choice 1: How does stanza 3 contribute to the development of the poem?

Choice 2: How does stanza 3 contribute to the development of the poem's theme?

Which question addresses the standard completely?



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Give an example of sibilance in *Romeo and Juliet*.

Juliet and Tybalt are
cousins but I don't think
there are any sibilance.

List the main events of *Robinson Crusoe*.

Robinson goes on a cruise.



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This is an ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

Assessment **FOR** Learning



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NC Formative Assessment

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to help students improve their achievement of intended instructional outcomes.

Formative Assessment includes:

- ✓ Questioning
- ✓ Discussions
- ✓ Learning Activities
- ✓ Feedback
- ✓ Conferences
- ✓ Interviews
- ✓ Student Reflections



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Assessment FOR Learning

Observables / Actions / Purpose for the teacher

1. Communicate learning targets and criteria for success.
2. Focus on one skill, concept, or strategy at a time.
3. Use strategic questioning. ★
4. Provide opportunities for critique and descriptive feedback.
5. Teach students focused revision.
6. Support students in self-assessing, reflecting on progress, and setting goals.



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Research about Current Practices on Questioning

1. Teachers ask many questions.
2. Most questions asked are at the lowest cognitive level—known as fact, recall, or knowledge.
3. Not all students are accountable to respond to all questions.
4. Wait times 1 and 2.
5. Teachers often accept incorrect answers without probing.
6. Answer their own questions.



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Using Questioning to Develop Understanding



Tch TeachingChannel



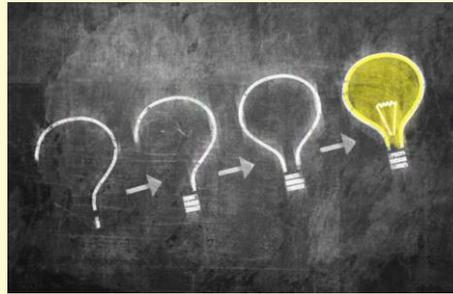
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Reflection/Discussion

How does this teacher use questioning to scaffold understanding?

What types of questions does she ask?



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Hinge-Point Questions

What are they?

A check for understanding at a 'hinge-point' in a lesson, so-called because of two inter-linked meanings:

- 1) It is the point where you move from one key idea/activity/point on to another.
- 2) Understanding the content before the hinge is a prerequisite for the next chunk of learning.



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Hinge-point questions are:

- used to check on student understanding before continuing the lesson.
- often multiple choice questions but can be more open-ended.
- based on the important concept in the lesson that is critical for students to understand before you move on in the lesson.
- questions that should fall about midway during the lesson.
- responded to by the students within two minutes.

Tips:

- ✓ You must be able to collect and interpret students' responses within 30 seconds.
- ✓ Know in advance how many students need to get the right answer.



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Essential and Nonessential Questions

Instead of asking just these:

- **Questions that hook** – are clever opening questions used to spark interest, capture imagination and create wonder. *Do you agree with the “stand your ground” laws?*
- **Questions that lead** – demand the single “correct” answer. *What is the Second Amendment?*
- **Questions that guide** – are broader than questions that lead, but are not truly open-ended or designed to cause in-depth inquiry. These questions use students' previous knowledge to arrive at a definite answer, requiring some inference. *Does the Second Amendment support “stand your ground” laws, according to the courts?*



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Essential and Nonessential Questions

Ask more of these:

Essential Questions –

- ✓ *Which constitutional principles are timeless and which should be amended if outdated or outmoded (e.g., only white males were once seen as “persons”)?*
- ✓ *Where is the balance between personal freedoms and the common good?*
- ✓ *Is the Fourth Amendment or any other parts of the Bill of Rights out of date? Why?*



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Text Dependent Questions

And these:

Text-dependent Questions – From the text, *“Words We Live By: Your Annotated Guide to the Constitution”* by Linda R. Monk.

- ✓ *What is (and isn’t) the meaning of “popular sovereignty”? Why does Monk claim that this is the form of government in America?*
- ✓ *What evidence is there in this paragraph regarding Marshall’s claim about the “evolving nature of the constitution”?*



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Effective **FOR** questions:

- avoid yes and no answers.
- provoke discussion.
- do not contain the answer.
- lead to more questions.

What else?



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In what way is Pip an uncertain hero?

Because he's just not sure.

Give a brief summary of the plot of *The Strange Case of Dr Jekyll and Mr Hyde*.

Jekyll and Hyde find a briefcase,
and it's very strange.



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This is a process of developing and supporting student metacognition. Students are actively engaged in the assessment process; that is, they monitor their own learning.

Assessment **AS** learning



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Poem Activity

Read/annotate the poem and reflect:

- What issues emerge about self-assessment?
- Why is self-assessment part of assessment **AS** learning?
- Have you used self-assessment in a formal way?
- How?



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The purpose of assessment **AS** learning is to:

- “• Increase learner autonomy
- Advance understanding of the subject
- Elevate the status of student from passive learner to assessor
- Involve students in critical reflection
- Demonstrate to students the concepts of subjectivity and judgement.”

Hinnett & Thomas, 1999, cited on
<http://www.education.vic.gov.au/school/teachers/support/pages/module4.a.spd>



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The students' role is to:

- develop their own learning goals.
- decide which strategies to use to achieve their goals.
- monitor their learning goals over time
 (using reflective & metacognitive thinking, and self-assessment tools).
- evaluate their achievements.



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The teacher's role is to:

- decide which broad short and longer term learning goals are appropriate for this class and these students.
- help students develop their own specific, manageable and worthwhile learning goals.
- provide structures and processes to support students in thinking reflectively and metacognitively to monitor their goals.



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“It is very difficult for students to achieve a learning goal unless they understand that goal and can assess what they need to do to reach it. So self-assessment is essential to learning.”

(Paul Black et al., 2003)



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Self-assessment involves students in:

- “reflecting on past experience
- seeking to remember and understand what took place
- attempting to gain a clearer idea of what has been learned and achieved. ...
- sharing responsibility for the organization of their work
- keeping records of activities undertaken
- making decisions about future actions and targets.”

(Paul Weeden et al., 2002, p.73)



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Through self-assessment, students can:

- identify their own skill gaps, where their knowledge is weak.
- see where to focus their attention in learning.
- set realistic goals.
- revise their work.
- track their own progress.

This process helps students stay involved and motivated and encourages self-reflection and responsibility for their learning.



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Self-Assessment: Reflections from Students & Teachers



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Sample Writing Rubric and Self-Assessment

MIDDLE SCHOOL PERSUASIVE ESSAY RUBRIC				
	Highly competent	Competent	Approaching competent	Not yet
1. Ideas and Content	The paper <u>clearly states an opinion</u> and gives 3 clear, detailed <u>reasons in support of it</u> . <u>Opposing views</u> are addressed.	An opinion is given. One reason may be unclear or lack detail. Opposing views are mentioned.	An opinion is given. The reasons given tend to be weak or inaccurate. May get off topic.	The opinion and support for it is buried, confused and/or unclear.
2. Organization	The paper has an <u>interesting beginning</u> , <u>developed middle</u> and <u>satisfying conclusion</u> in an order that makes sense. Paragraphs are indented, have <u>topic and closing sentences</u> , and main ideas.	The paper has a beginning, middle and end in an order that makes sense. Paragraphs are indented, some have topic and closing sentences.	The paper has an attempt at a beginning <u>and/or</u> ending. Some ideas may seem out of order. Some problems with paragraphs.	There is no real beginning or ending. The ideas seem loosely strung together. No paragraph formatting.
3. Voice & tone	The writing shows what the writer <u>thinks and feels</u> . It sounds like the writer cares about the topic.	The writing seems sincere but the writer's voice fades in and out.	The paper could have been written by anyone. It shows very little about what the writer thought and felt.	The writing is bland and sounds like the writer doesn't like the topic. No thoughts or feelings.
4. Word choice	The words used are descriptive but natural, <u>varied</u> and vivid.	The words used are correct, with a few attempts at vivid language.	The words used are ordinary. Some may sound forced or clichéd.	The same words are used over and over, some incorrectly.
5. Sentence fluency	Sentences are clear, complete, <u>begin in different ways</u> , and vary in length.	Mostly well-constructed sentences. Some variety in beginnings and length.	Many poorly constructed sentences. Little variety in beginnings or length.	Incomplete, run-on and awkward sentences make the paper hard to read.
6. Conventions	Spelling, punctuation, capitalization, and grammar are correct. Only minor edits are needed.	Spelling, punctuation and caps are usually correct. Some problems with grammar.	There are enough errors to make the writing hard to read and understand.	The writing is almost impossible to read because of errors.

A SAMPLE SELF-ASSESSMENT

An example from self-assessment in writing might look like this:

After writing a first draft of a persuasive essay, students underline key phrases in the rubric using a variety of colored pencils.

Next, they use corresponding colors to underline or circle their evidence of having met each criterion in their drafts. For example, students underline "clearly states an opinion" in blue on their rubric, then underline their opinions in blue in their essay drafts. If they cannot find a clearly articulated opinion to underline, they write themselves a reminder to do so in their revision.

To assess one aspect of sentence fluency, they underline "sentences begin in different ways" in yellow on their rubric, use the same yellow pencil to circle the first word in every sentence in their essays, and then say the circled words out loud with an ear for repetition.

And so on, for each criterion and sub-criterion on their rubric.



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Checklists

3rd grade peer editing checklist

Author: _____
 Title of story: _____
 Editor: _____ Date: _____

yes	no	sometimes	what to edit the paper for:
			The author started every sentence with a capital letter.
			The author has a period, a question mark, or an exclamation mark at the end of every sentence.
			The author used root handwriting and it is easy to read.
			The author wrote their name, title, and date on their paper.
			The author indented the first word of each paragraph.
			The author used question marks to show characters talking.
			The author capitalized the word "I" every time it was used.
			The author capitalized the names of the characters and other proper nouns.

Are there any corrections to make? _____

Here is a suggestion to make your story even better: _____

resources.com graphics from their website

Checklist for Structural Revision

- Are there clear introduction, body, and conclusion paragraphs?
- Does the introduction provide enough background for the reader?
- Is there a clear thesis statement?
- Is the essay unified? Do the topic sentences support the thesis statement? Do the detail sentences support the topic sentence?
- Is the essay coherent? Do the sentences in the paragraph follow the old/new contract?



Student Self-Assessment Logs

STUDENT SELF EVALUATION

Name: _____ Date: _____

I listen when the teacher (or speaker) is talking.	👍 👏 👎
I follow directions the first time they are given.	👍 👏 👎
I am polite and respectful to students and adults.	👍 👏 👎
I ask for help when I don't understand.	👍 👏 👎
I raise my hand to answer questions in class.	👍 👏 👎
I take my time and do my best work.	👍 👏 👎
My work is always neat and I use my best handwriting.	👍 👏 👎
I finish my work on time.	👍 👏 👎

Reachable! TEACHER

Goal Setting and Self-Assessment

Student Name: _____

I Will Learn:	Mastered	Still Have Questions
1. _____	<input type="radio"/>	<input type="radio"/>
2. _____	<input type="radio"/>	<input type="radio"/>
3. _____	<input type="radio"/>	<input type="radio"/>

What I learned: _____

Proof: _____

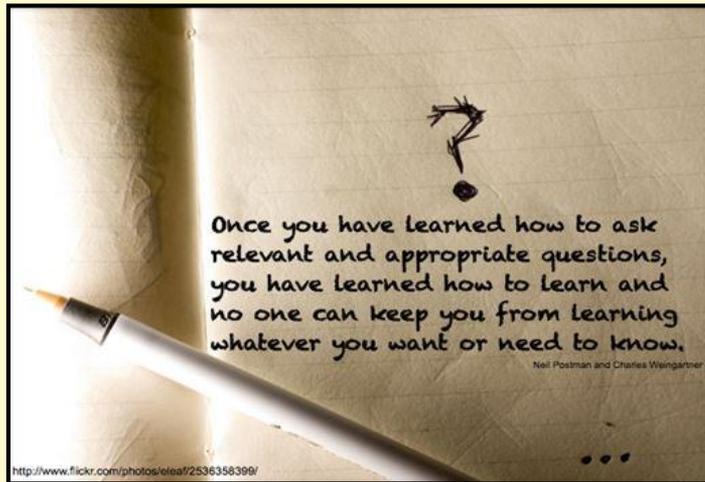
Questions I still have: _____

Reflection: _____

Student Signature: _____ Date: _____
 Teacher Signature: _____ Date: _____



Teaching Students to Ask Their Own Questions



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Student Voices on Asking Their Own Questions

“And just when you think you already know the question you want to focus on, you realize: ‘Oh wow, here’s this other question that is so much better, and that’s really what you need to think about.’”

“When you ask the question, you feel like it’s your job to get the answer and you want to figure it out.”

“Just when you think you know all that you need to know, you ask another question and discover how much more there is to learn.”

[Source](#)



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5 Ways to Help Your Students Become Better Questioners

1. Make it safe.
2. Make it "cool."
3. Make it fun.
4. Make it rewarding.
5. Make it stick.



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Infographic



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Warren Berger - Edutopia

The Question Formulation Technique (QFT)

The teacher provides a focus. Students generate their *own* questions using these directions:

1. Produce Your Questions

- Ask as many questions as you can.
- Do not stop to discuss, judge, or answer the questions.
- Write down every question exactly as it is stated.
- Change any statement into a question.

2. Improve Your Questions

- Categorize the questions as closed-ended or open-ended.
- Name the advantages and disadvantages of each type of question.
- Change questions from one type to another.



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The Question Formulation Technique (QFT)

3. Prioritize the Questions

- Choose your three most important questions.
- Determine why you have chosen these three as the most important.

4. Next Steps

- Strategize on how to use the questions you have formulated.



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Example

Question Focus



1. Design a question focus.
2. Produce questions.
3. Improve questions.
Work with closed-ended & open-ended questions.
4. Prioritize questions.
5. Plan next steps.
6. Reflect.



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QFocus: Yesterday, our plantation owner told us we were slaves. Today, a northern general told us we are free.

- Would the former slave owners try to help the former slaves find homes or work?
- How has life changed for the freed slaves?
- Why would I support either the North or the South?
- Would being free allow for a better education?
- What would happen if I went to the North?
- Should I still be working if I am free?
- Does it feel different being free?
- What would my future be like now that I am free?
- Will America ever be the same united?
- What happened to the relationships between the plantation ex-owners and slaves?



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QFT Practice



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Resources

Strategy Guide
Promoting Student Self-Assessment

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Student Created Rubrics
Learning Contract
Muddy Point Board
Nameless Voice
Letter to a Future Student

Grades: 6 - 12
Author: Phil Wilder, Champaign, Illinois
Publisher: **NCTE**
National Council of Teachers of English

Strategy Guide Series: Differentiating Instruction
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<http://rubistar.4teachers.org/index.php>



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Effective AS Questions:

- stimulate self-reflection.
- lead to new learning.
- promote constructive engagement.

<https://www.teachingchannel.org/videos/developing-better-questions>

What else?



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Provide an example of dramatic irony in *Othello*.



What theme does the quote 'as prime as goats, as hot as monkeys' explore?

Dishes from kebab menus.



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Assessment **OF** Learning



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Appendix B Tasks

Sample Performance Tasks for Stories and Poetry

- Students make connections between the visual presentation of John Tenniel's illustrations in Lewis Carroll's *Alice's Adventures in Wonderland* and the text of the story to identify how the pictures of Alice reflect specific descriptions of her in the text. [RL.4.7]
- Students explain the selfish behavior by Mary and make inferences regarding the impact of the cholera outbreak in Frances Hodgson Burnett's *The Secret Garden* by explicitly referring to details and examples from the text. [RL.4.1]
- Students describe how the narrator's point of view in Walter Farley's *The Black Stallion* influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr. [RL.5.6]
- Students summarize the plot of Antoine de Saint-Exupéry's *The Little Prince* and then reflect on the challenges facing the characters in the story while employing those and other details in the text to discuss the value of inquisitiveness and exploration as a theme of the story. [RL.5.2]
- Students read Natalie Babbitt's *Tuck Everlasting* and describe in depth the idyllic setting of the story, drawing on specific details in the text, from the color of the sky to the sounds of the pond, to describe the scene. [RL.4.3]
- Students compare and contrast coming-of-age stories by Christopher Paul Curtis (*Bud, Not Buddy*) and Louise Erdrich (*The Birchbark House*) by identifying similar themes and examining the stories' approach to the topic of growing up. [RL.5.9]
- Students refer to the structural elements (e.g., verse, rhythm, meter) of Ernest Lawrence Thayer's "Casey at the Bat" when analyzing the poem and contrasting the impact and differences of those elements to a prose summary of the poem. [RL.4.5]
- Students determine the meaning of the metaphor of a cat in Carl Sandburg's poem "Fog" and contrast that figurative language to the meaning of the simile in William Blake's "The Echoing Green." [RL.5.4]



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Thinking about Integrated Tasks

RI.1.1 Ask and answer questions about key details in a text.

Instead of *just this*: After listening to Gail Gibbons' *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text. **RI.1.1**

Integrate: After listening to Gail Gibbons' *Fire! Fire!*, students ask questions about how firefighters respond to a fire and answer using key details from the text. **RI.1.1** In small groups, students will analyze and discuss pictures of early American firefighters and their equipment, compare and contrast them with pictures of current firefighters and their equipment. **SL.1.1**

Invite a fireman from the community to present to the students. **SL.1.3**

Students will write about firefighters past and present, supplying some facts, and providing a sense of closure. **W.1.2**

RI.1.1, SL.1.1, SL.1.3, W.1.2.



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Thinking about Integrated Tasks

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

Instead of *just this*: Analyze in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. **RI.6.3**

Integrate: Write an essay analyzing in detail how the early years of Harriet Tubman (as related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman's life. Prepare the essay for publication by editing. Upload your essay to the classroom blog. **RI.6.3, W.6.4, L.6.1.a,b, L.6.2.a,b**



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What is the overall message of *Frankenstein*?

Don't reanimate corpses.

What does *Heart of Darkness* say about the nature of humanity?

It's quite dark in nature
for humans without any
electricity.



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Are we really asking the right questions?

- Do the questions lead to answers?
- Do the questions provide the answers?
- Are the answers right there so that students do not have to read?
- Do you ask all the questions and the students ask none?



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Which is Better?

- A How does Alice from *Alice's Adventures in Wonderland* react when she sees a talking rabbit?
- B How would you react if you saw a talking rabbit?



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Which is Better?

- A How does Wordsworth's use of personification in the last line contribute to the joyful tone of the poem?
- B Analyze the tone of Wordsworth's poem by discussing two different examples of figurative language.



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**“Teachers are designers of curriculum and learning experiences ... [and] of assessments ...
As with other design professions, standards inform and shape our work.”**

(Grant Wiggins and Jay McTighe 1998, p. 7)



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So how do teachers make a difference?

Teachers need to:

- ensure that the questions they ask are purposeful and clearly focused.
- formulate high-level open-ended questions in order to sustain dialogue and promote children’s learning.
- allow children “think time” before offering feedback.
- position themselves in the classroom so they can visualize all children; research shows that low-achieving children tend to choose seats that are not visible to the teachers.
- ask one question at a time.
- provide children who don’t respond to a question with alternate response formats so that they can become equal partners in the learning process.

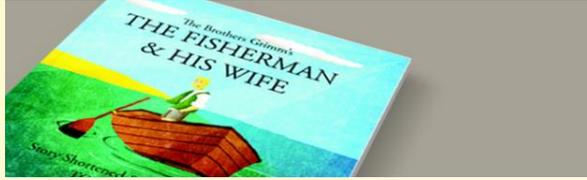


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SAP Annotated Mini Assessments



A growing collection of English language arts / literacy mini-assessments that illustrate the shifts.

Grade 3 Literary Mini-Assessment "The Fisherman and His Wife" Set

This grade 3 mini-assessment is based on four scenes from "The Fisherman and His Wife." This set of texts is considered to be worthy of students' time to read and also meets the expectations for text complexity at grade 3. Assessments aligned to the Common Core State Standards (CCSS) will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students' time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are nine selected-response questions and two paper/pencil equivalents of technology enhanced items that address the Reading Standards listed below.

We encourage educators to give students the time that they need to read closely and write to the source. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

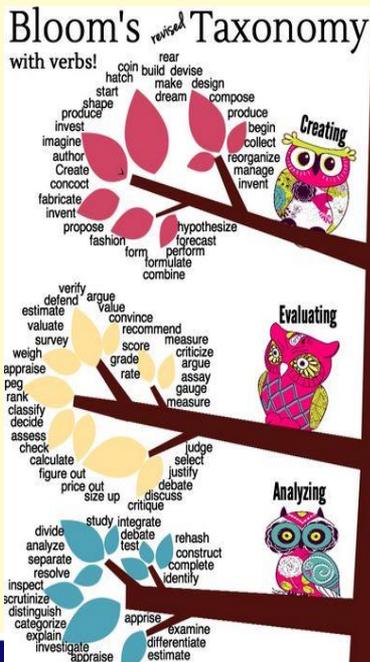
The questions align to the following standards:

RL.3.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
RL.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.



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Revised Bloom's



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Learning Objectives & Appropriate Assessments



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Type of learning objective	Examples of appropriate assessments
Recall Recognize Identify	Objective test items such as fill-in-the-blank, matching, labeling, or multiple-choice questions that require students to: <ul style="list-style-type: none"> recall or recognize terms, facts, and concepts
Interpret Exemplify Classify Summarize Infer Compare Explain	Activities such as papers, exams, problem sets, class discussions, or concept maps that require students to: <ul style="list-style-type: none"> summarize readings, films, or speeches compare and contrast two or more theories, events, or processes classify or categorize cases, elements, or events using established criteria paraphrase documents or speeches find or identify examples or illustrations of a concept or principle
Apply Execute Implement	Activities such as problem sets, performances, labs, prototyping, or simulations that require students to: <ul style="list-style-type: none"> use procedures to solve or complete familiar or unfamiliar tasks determine which procedure(s) are most appropriate for a given task
Analyze Differentiate Organize Attribute	Activities such as case studies, critiques, labs, papers, projects, debates, or concept maps that require students to: <ul style="list-style-type: none"> discriminate or select relevant and irrelevant parts determine how elements function together determine bias, values, or underlying intent in presented material
Evaluate Check Critique Assess	Activities such as journals, diaries, critiques, problem sets, product reviews, or tests that require students to: <ul style="list-style-type: none"> test, monitor, judge, or critique readings, performances, or products against established criteria or standards
Create Generate Plan Produce Design	Activities such as research projects, musical compositions, performances, essays, business plans, website designs, or set designs that require students to: <ul style="list-style-type: none"> make, build, design or generate something new

Source: "Whys and Hows of Assessment", Eberly Center for Teaching Excellence and Educational Innovation, Carnegie Mellon University. Retrieved 1/4/2014.
<http://www.cmu.edu/teaching/assessment/basest/alignment.html>

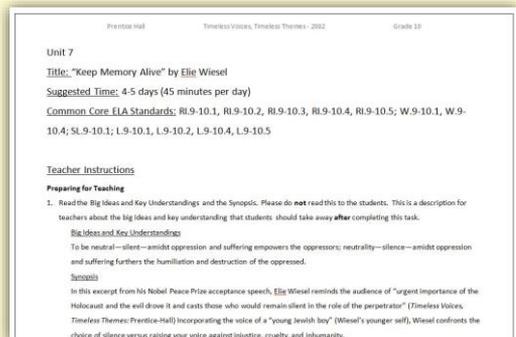


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Read Aloud Project (grades K-2) Basal Alignment Project (grades 3-5) Anthology Alignment Project (grades 6-11)

Free, teacher-developed lessons that align existing basal and anthology questions, activities, and writing tasks to the standards (BAP & AAP). These lessons are vetted by Student Achievement Partners before posted to Edmodo.

To join and access these materials:
RAP code on Edmodo: pkx52i
BAP code on Edmodo: F4Q6NM
AAP code on Edmodo: pkx4sp



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Poems with Text-Based Questions



Print



FEEDBACK

HELP



K-12 Poetry
with text-based questions to support comprehension



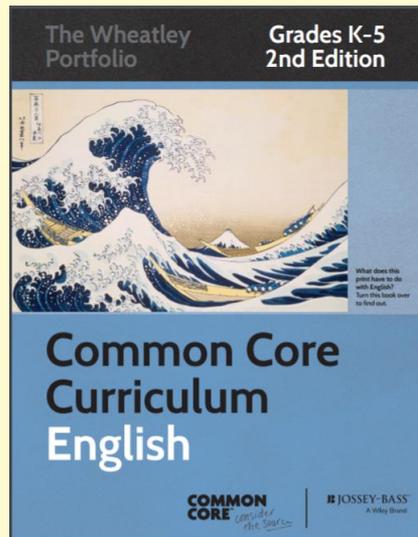
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Great Minds

<https://greatminds.org/>



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