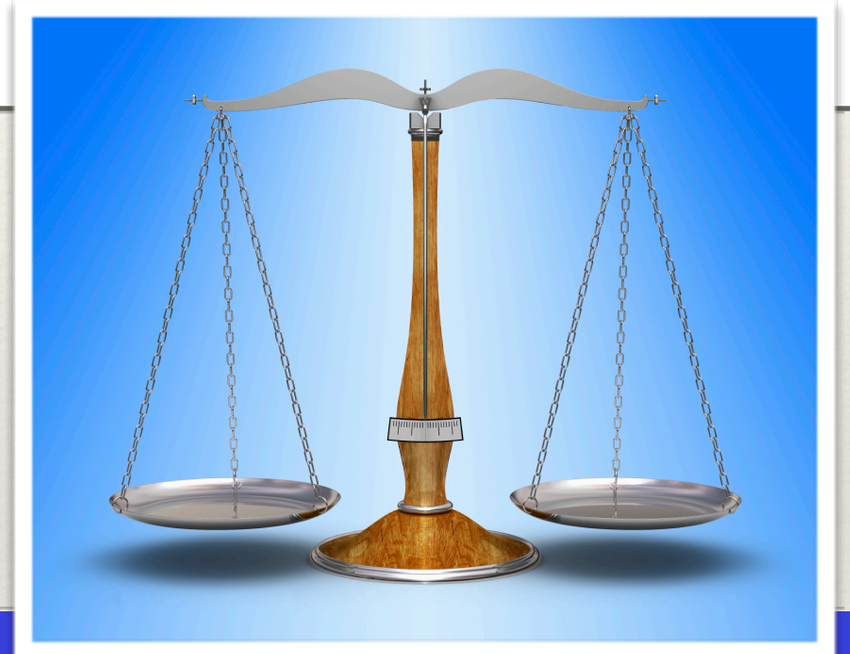
House Meetings

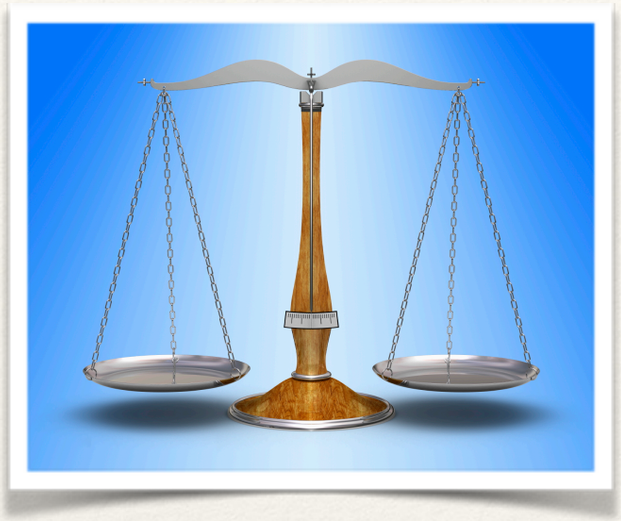
September 3, 2015

Stevenson

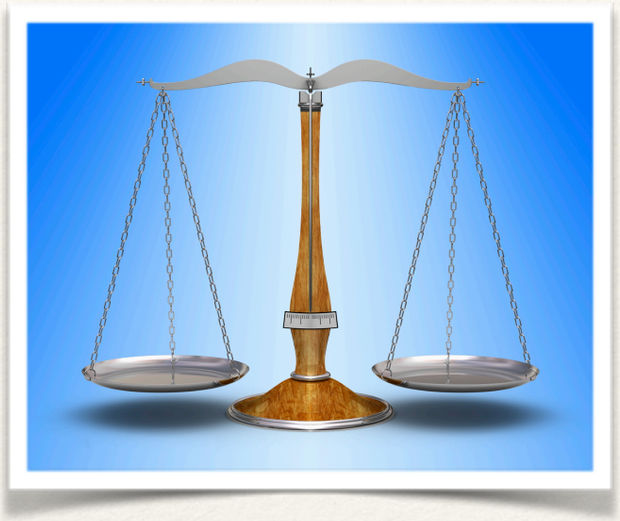
Performance Scales



Mathematics/ELA

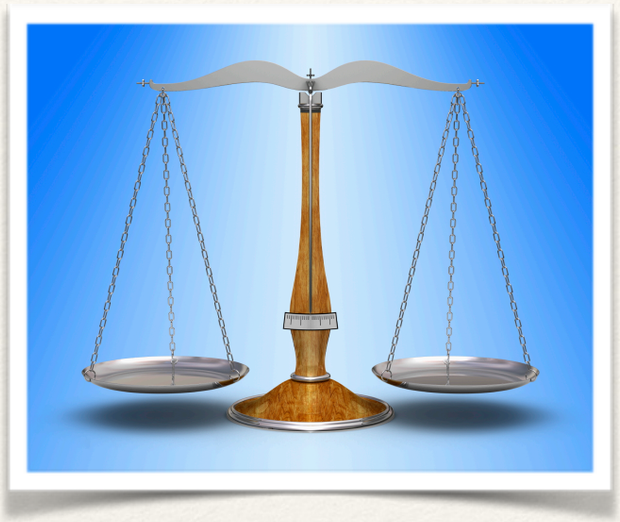


Clear Learning Goals - setting specific goals for students. Regarding those goals is one of the most powerful actions a teacher can take in tracking student progress as well as effective teacher practice.

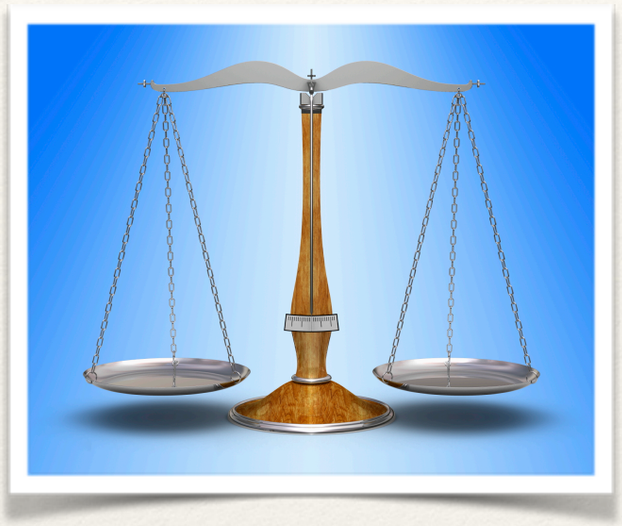


Aligning our Goals - if goals provide clear targets for learning then feedback may be thought of as information that facilitates the process of reaching the set targets.

Feedback is the relationship to the goal and what needs to improve.

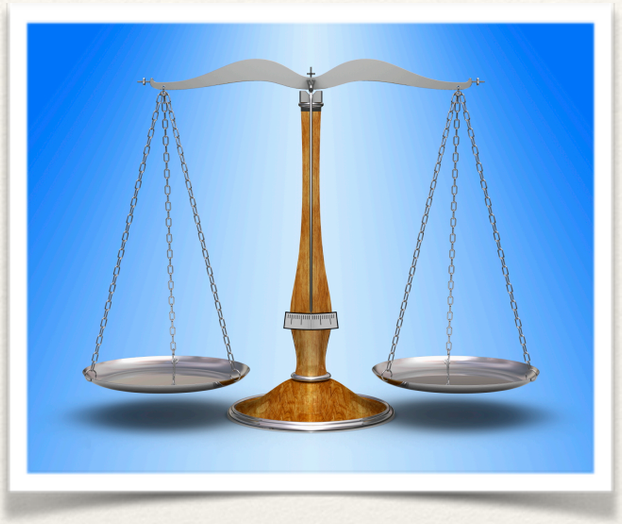


- Setting clear learning goals
- Create proficiency scales
- Use aligned formative assessments
- Track student progress

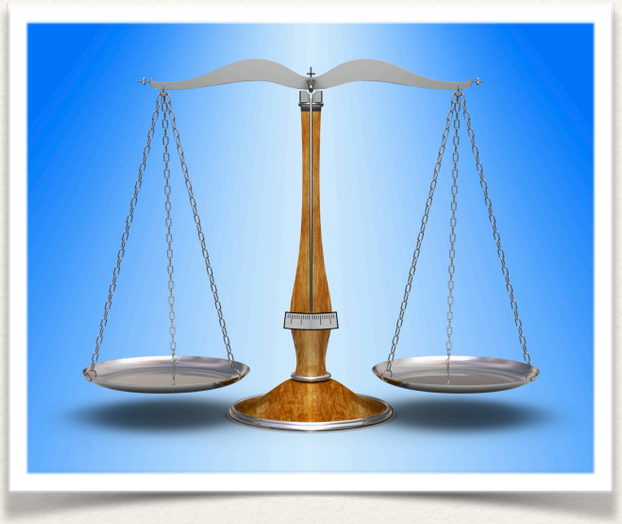


Learning Goals are Different from Activities-

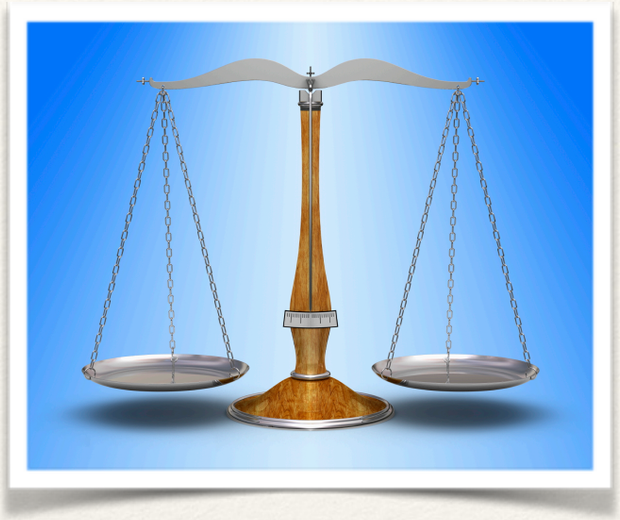
A learning activity is a means by which the learning goals are to be accomplished. These are often completed with guidance.



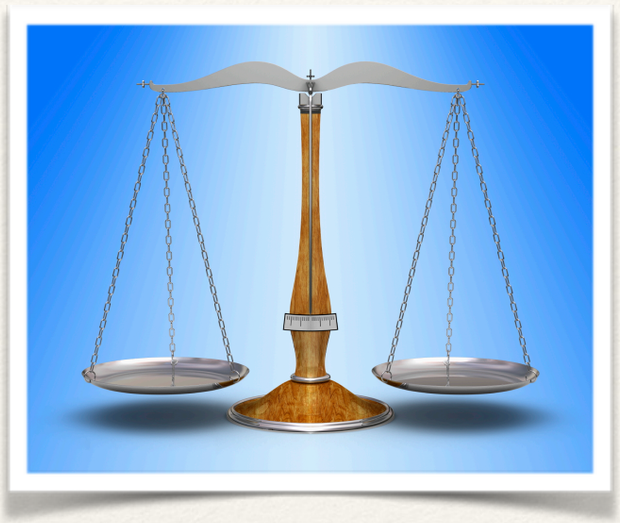
- Learning Goal: understands how character traits have an impact on the plot of the story
- Learning Goal: uses appropriate tools to measure length, width, and capacity



- Activity: students write a story that illustrates the conflict between good and evil
- Activity: students graph the growth and production of the two oil companies to explain their success

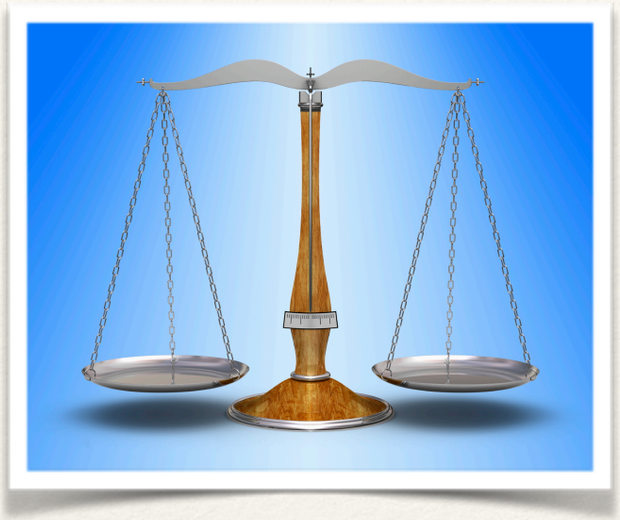


Proficiency Scales - is a tool for displaying a collection of standards, learning goals, and scores for determining a level of performance



Procedural and Declarative Knowledge

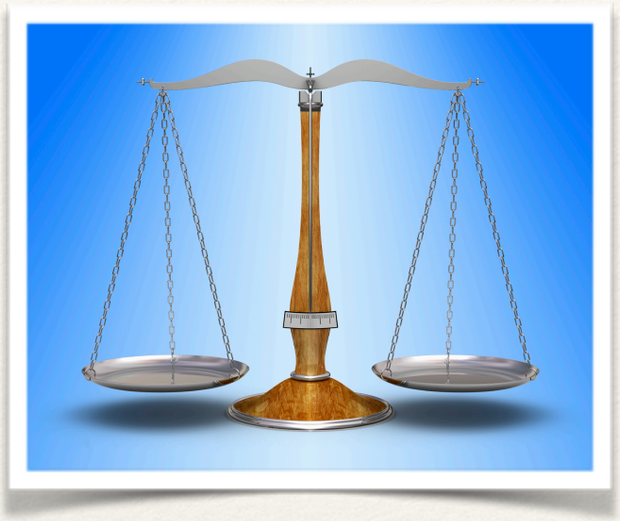
must be clearly understood and distinguished in order to determine which skills support overall concepts



Procedural Knowledge - how to acquire

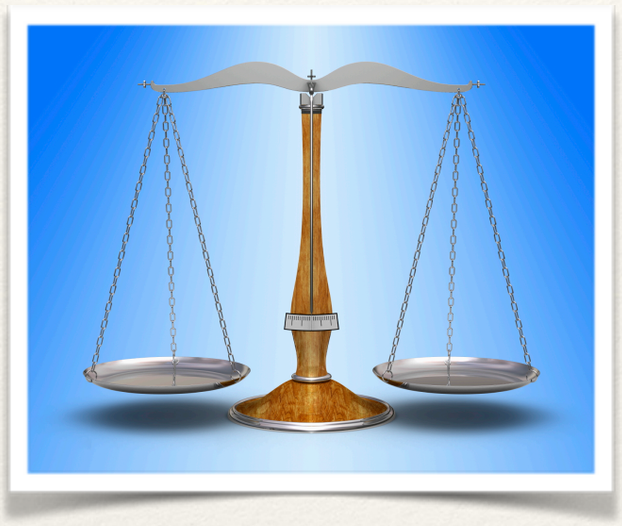
sub- skills to make it whole

ie: rules, procedures sequence, stages



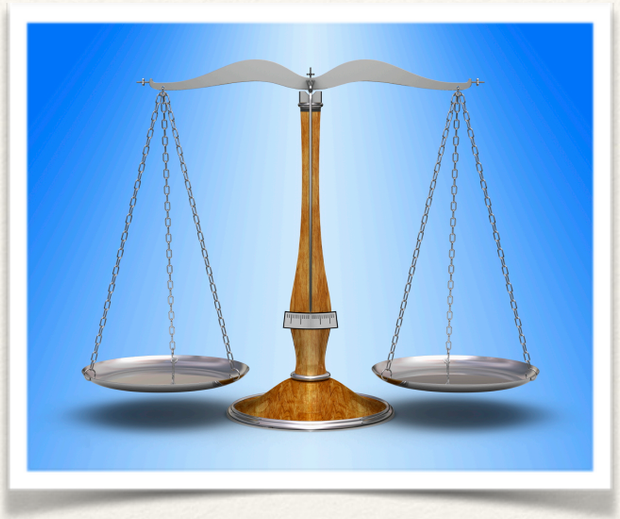
4 Stages of Procedural Knowledge -

- Fluidity
  - Fluency
    - Shaping
      - Leading to Declarative



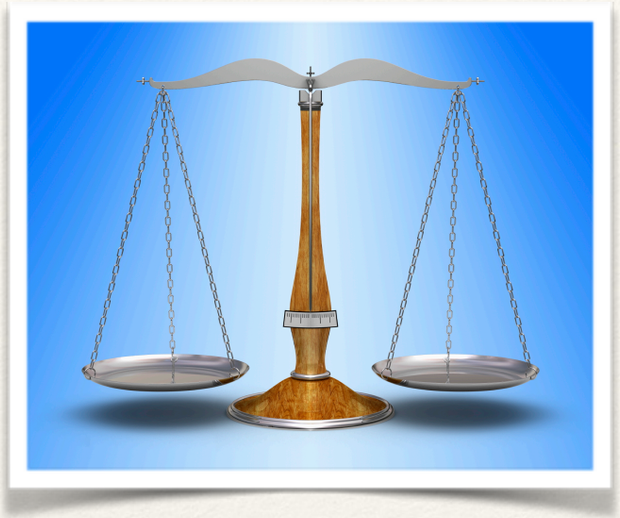
Procedural Knowledge - is the knowledge exercised in the performance of some task.

Sometimes procedural knowledge are not always specific to a subject area, these are often applied across all content area (eg. Compare, analyze, justify, make a decision)



Declarative Knowledge - understanding the depth of an idea as well as the process to *"get there"*

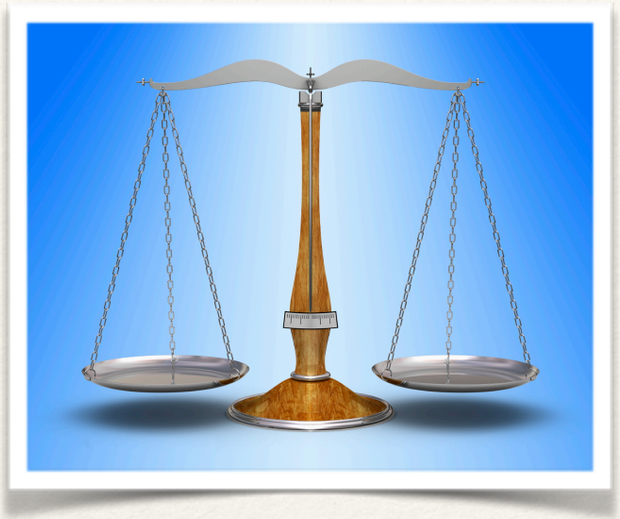
ie: principles, generalizations, relationships



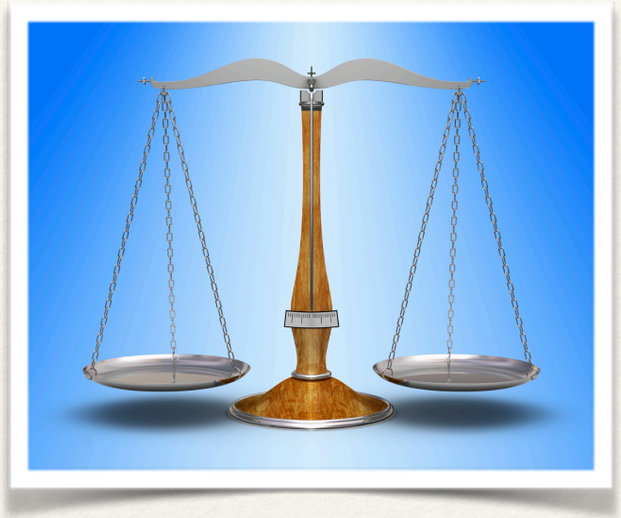
Procedural Knowledge must be learned

in order to understand

Declarative Knowledge

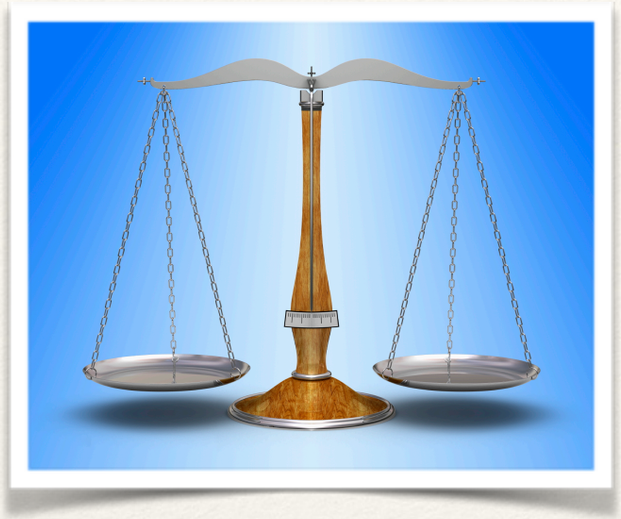


Declarative Knowledge - understanding the depth of an idea has students fully embedding content specific vocabulary both verbally and in written form.



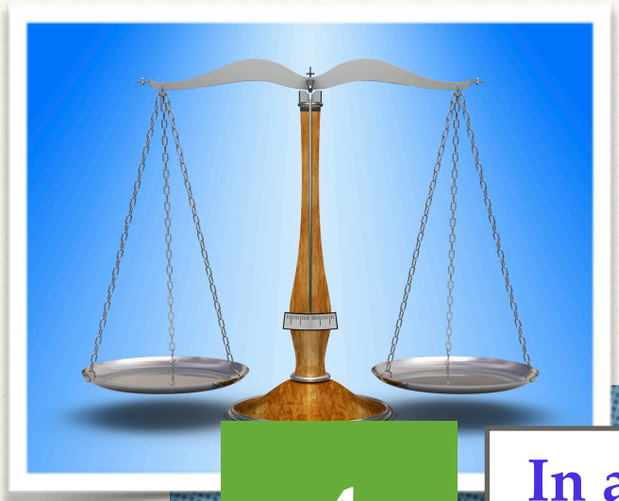
Scales are built on basically four parts

4	I can show others how to do this.
3	I can do this all by myself.
2	I need more practice.
1	I need help.



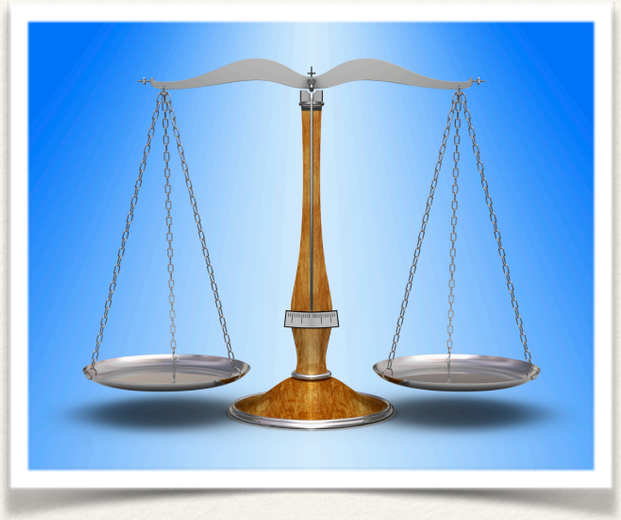
Scales - simplistically stated means:

4	Go Beyond
3	Got the Complex
2	Got the simple
1	Need help



Scales - with greater detail:

4	In addition to 3.0 performance, in-depth inferencing and application goes beyond what was taught
3.5	In addition to 3.0 performance, partial inferencing and application goes beyond what was taught
3.0	No major omissions regarding any of the information/& or process (simple and complex) that were explicitly taught
2.5	No major omissions regarding simpler details and process and partial knowledge of the more complex ideas and process
2.0	No major omissions regarding simpler details and processes but major errors and omissions regarding more complex ideas and process
1.0	With much help, a partial understanding of some of the simpler details and processes and perhaps some of the more complex ideas and processes



Learning Goals, Activities and Assignments

Learning Goal

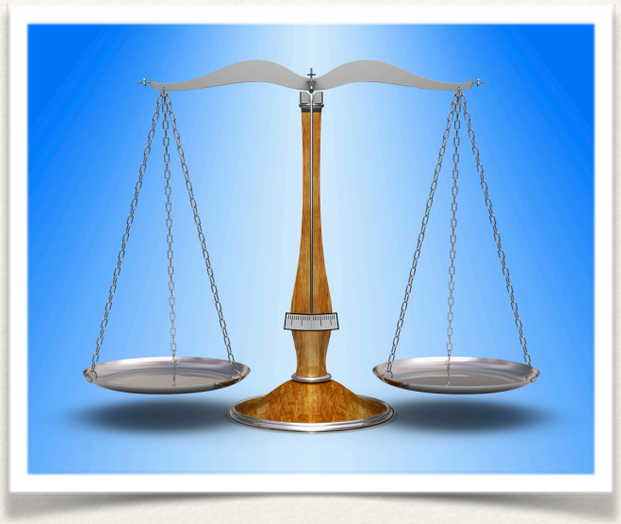
- What students will understand.
- What students will be able to do.

Activity

- Guided Learning activity experiences take place in the classroom setting.

Assignment

- Learning experiences to be completed independently in class or as a homework opportunity to extend classroom learning.

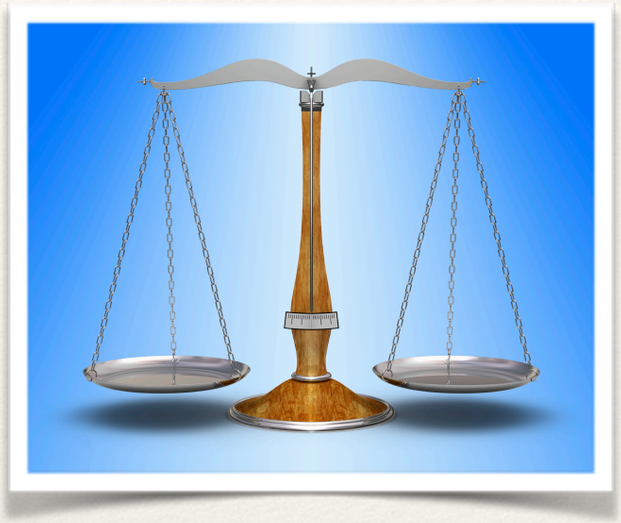


As a Grade Level Team

"Teaching task Assignment"

As a grade level team, you are to come to an agreement about what you will teach ***2 weeks from today*** *in order to complete this task; to develop a math scale for you to incorporate with students that will inform them of their progress at that time.*

September 17th



As a Grade Level Team

During grade level team meetings we will review the scale model each team developed.

September 14th

Scales discussions will be shared on September 24th during House Meetings.