

Newtown Public Schools
District PLC
2012-13
Overview

Goal

By the end of this school year, each District Professional Learning Community (DPLC) will have identified at least one common performance assessment to be used to answer the question:

“How do we know that students have mastered the critical concepts, skills and content in this unit?”

Timeline

October 5: “Teaching and Assessing for Understanding”

November 6: Election Day

Morning: Building-based

Afternoon: District PLC work (Identify unit and assessment)

Remainder:

– December 7, January 18, February 15, March 1, May 12

To Come:

- Suggested timeline; “turn-in” schedule
- Expected formats

What Do We Mean by “Performance Assessments”?

Performance assessments are multi-step assignments with clear criteria, expectations, and processes which measure how well a student transfers and applies complex skills to create or refine an original product.

(Center for Collaborative Education)

District PLC

Performance Assessments

Clear and explicit

- Learning Objectives (standards, content, skills)
- Expectations (process, product, timeline)
- Levels of Performance (rubric, exemplars)

Tools (on website)

- Curriculum Unit Template
- Teacher Template for Performance Assessment
- Template for Student Handout
- Common Format for Rubrics

<i>Unit Title:</i>		<i>Time Frame:</i>	
<i>Enduring Understanding(s)/ Generalization(s)</i>			
<i>Essential Question(s)</i>		<i>Guiding Questions</i> <i>Factual, Conceptual, Provocative</i>	
<i>Standard(s)</i> <i>Content and CCSS</i>		<i>Objective(s)</i> <i>Use Bloom/Anderson/DOK Language</i>	
<i>Content/Topics</i> <i>Critical content that students must KNOW</i>		<i>Skills (incl 21st c., info lit, ed tech, LA, math))</i> <i>Transferable skills that students must be able to DO:</i>	
<i>Core Learning Activities</i>		<i>Resources</i> <i>Professional</i> <i>Student</i>	
<i>Assessments</i> <i>Common formative</i> <i>Common summative</i> <i>Common Performance Task</i> <i>(Remember metacognition)</i> <i>HS: Graduation Standards and Building-level rubrics</i>		<i>Interdisciplinary Connections</i>	

TEACHER'S Template
DRAFT

Title:	
Subject Area(s):	Grade(s):
Standards: (content, CCSS)	
Content	Skills
Bloom/Anderson Level:	Webb's Depth of Knowledge:
Description of Task:	
Differentiation Method(s):	
Metacognition:	
Assessment Connections:	
(Attach rubric(s) and exemplars (student work that represents each performance level))	

Title:

Student Role: Audience:

Background Information (Situation/Purpose)

Description of the Task: (Product)

Timeline:

Criteria for Success:
Rubric
Task List (optional)

Performance Rubric

Title: _____

Grade.....

DRAFT

		Exemplary	Proficient	Below Standard	Beginning
INDICATORS	Performance The manner in which a student communicates through speaking				
	Idea Development The main thesis the student conveys to his/her audience and the way the thesis and analysis are expressed				

NEXT STEPS

- DPLC Planning Team
- DPLC configuration
- Further development of templates
- On-going Professional Development

Thank you

- Richard Miller (PPT, Handouts coming)
- Leadership Team
- DPLC Planning Team:
 - Chris Breyan Mary Blair Chris Geissler
 - Tisha McCoy Sara Strait Peggy Kennedy
 - Jen Meyers Jenn Sinal Eileen Tabasko
 - Karen Blasko Leah Clark Cathy Cincogrono
 - Brandi Oatis Kathy Swift Becky Virgalla
 - Michelle Hiscavich