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Welcome to our Faculty Meeting

25 Jan 2013

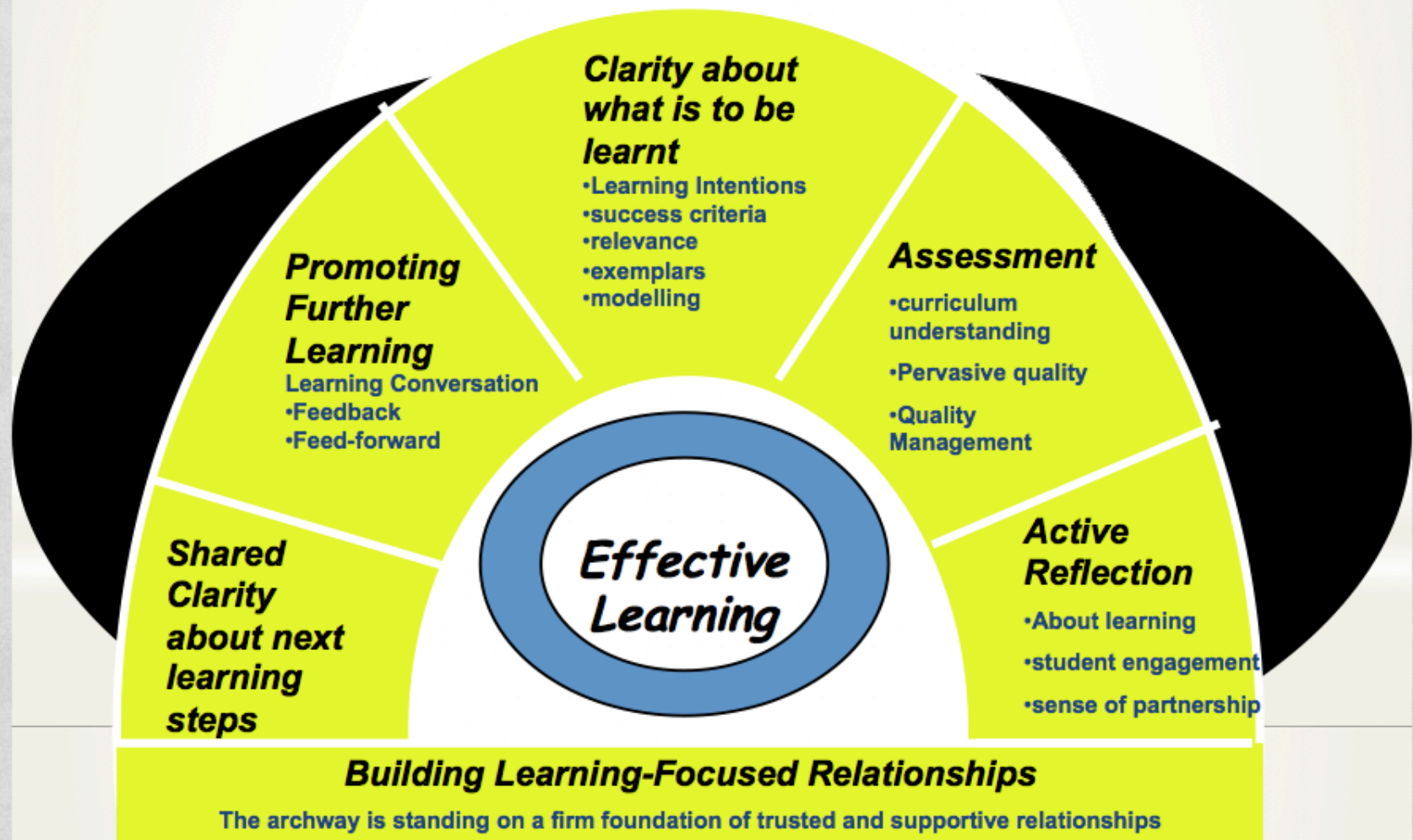
Purposes

- To practice creating success criteria
- To familiarize ourselves with the Descartes
- To introduce teacher portfolios
- To spend time with each other—
classroom teachers and specialist
teachers

Agenda

- Revisit the idea of success criteria
- The Descartes
- Talking time
- Teacher portfolios

* A specific "assessment for learning" strategy



SUCCESS CRITERIA

- Describes what success looks like.
- Unpacks the learning
- Explains how the learning can be assessed
- There are 2 types--process/ product
- Written in kidspeak

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Let's practice

The DesCartes-a learning continuum

- MAP
- RIT scores-Rasch Unit
- DesCartes
- ZPD-Zone of proximal development.

Subject: Reading

Reading or Language Usage

referred to as the goal

Goal Strand: Interpretive and Evaluative Comprehension

RIT Score Range: Measurement of the assessment scale for each subject and goal area

RIT Score Range: 191 – 200

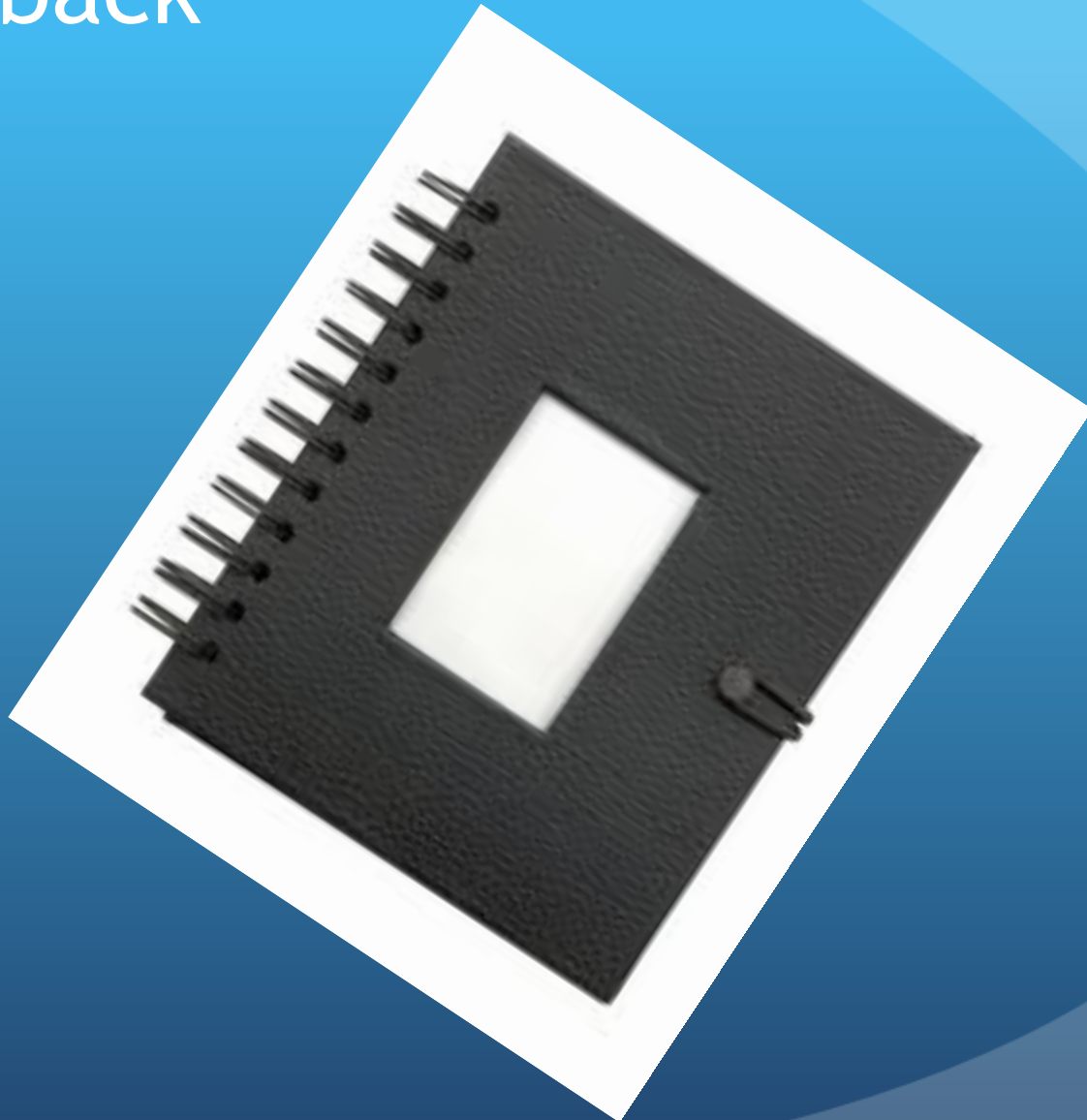
Skills and Concepts to Enhance 181 - 190	Skills and Concepts to Develop 191 - 200	Skills and Concepts to Introduce 201 - 210
<p>Main Idea</p> <ul style="list-style-type: none"> Analyzes literary text to identify <i>representing the main idea</i> Analyzes text to identify <i>or theme of a literary text</i> Analyzes literary text to identify <i>representing the main idea</i> Draws conclusions in literary text based upon supporting details Interprets the main idea of informational texts based on supporting details <p>Enhance: Skills and concepts of the RIT range that students are able to retain and maintain</p>	<p>Main Idea</p> <ul style="list-style-type: none"> Analyzes text to identify main idea <i>theme of a literary text</i> Analyzes literary text to identify <i>title representing the main idea</i> Draws conclusions in literary text based upon supporting details Interprets informational text to identify a title representing the main idea Interprets the main idea of informational texts based on supporting details <p>Develop: Skills and concepts of the RIT range that students are ready to learn now</p>	<p>Main Idea</p> <ul style="list-style-type: none"> Analyzes literary text using supporting details Analyzes text to identify the <i>(main idea) of a literary text</i> Analyzes literary text to identify <i>title</i> Draws conclusions in literary text based on supporting details <p>Introduce: Skills and concepts of the RIT range that students may be ready to learn soon</p>
<p>Evaluate Validity</p> <ul style="list-style-type: none"> Determines viewpoints in literary text Interprets the author's viewpoint in informational text* <p>Learning statement that represents content and data from the NWEA</p>	<p>Evaluate Validity</p> <ul style="list-style-type: none"> Infers viewpoints in literary text Interprets the author's viewpoint in informational text* <p>Sub goal</p>	<p>Evaluate Validity</p> <ul style="list-style-type: none"> Infers viewpoints in literary text Analyzes validity of information Analyzes informational text support* <p>New vocabulary in this RIT range</p>
<p>New Vocabulary: historical fiction, main point, moral, poet</p>	<p>New Vocabulary: none</p> <p>New signs and symbols in this RIT range</p>	<p>New Vocabulary: characterize, headline, historical document, narrate, primary source, research paper, thesis paper, world literature</p>
<p>New Signs and Symbols: none</p>	<p>New Signs and Symbols: none</p>	<p>New Signs and Symbols: none</p>

* Both data from test items and review by NWEA curriculum specialists are used to place these learning continuum statements into appropriate RIT ranges.

Let's take a look

Talking time

Teacher portfolios and report feedback



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