



Professional Development Seminars

P.O. Box 2461 Buffalo, NY 14240 - 2461

Workshop: Assessing Common Core Learning in an Inquiry-Based Classrooms

By Dr. Sherri Cianca

Suggestions to Help You Prepare for Workshop Engagement

Bring the following to the workshop:

Grade Level _____ Subject Area _____

Topic: _____

The one you are most interested in developing a standard's based assessment for during the workshop

Standards List the grade level (and possible an earlier grade) standards statements that most closely align with the topic and that are meaning-based: the "power" standards with the core content that, when learned, will transfer and integrate to challenging situations).

For example:

Grade 4

Topic: Growing and Shrinking Patterns

Standards (note: some topics have one standard, while other topics have more)

4.OA. Generate and analyze patterns

5. Generate a number or shape pattern that follows a given rule. Identify apparent features of the pattern that were not explicit in the rule itself.

Unpack/Decode the Standard/s. Bring books to the workshop, books that will help you to determine **key curriculum** for your topic. You no doubt know the best books for your discipline. Below are a few titles from my collection:

Elementary and Middle School Mathematics:

- Van de Walle, et al: *Elementary and Middle School Mathematics: Teaching Developmentally*
- Reys et al: *Helping Children Learn Mathematics*

Literacy

- Bear, et al: *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction*
- Fountas & Pennell: *Guided Reading: Good First Teaching for All Children*
- Harvey & Goudvis: *Strategies that Work: Teaching Comprehension to Enhance Understanding*



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Science (bring books particular to the topic you wish to explore)

- Konicek-Morgan, R.: *Teaching for Conceptual Understanding in Science*.
- Keely, P. (and with other authors): *Uncovering Student Ideas in Science: Formative Assessment Probes* (different volumes focus on different grade levels)

Social Studies (bring books particular to the topic you wish to explore)

- Maxim, G.: *Dynamic Social Studies for Constructivist Classrooms: Inspiring Tomorrow's Social Scientists*.

Generic rubrics

- PARCC -- evidence tables and rubrics. Retrieve from <http://www.parcconline.org/assessments/test-design/ela-literacy/test-specifications-documents>
- Smarter Balanced Performance Task Scoring Rubrics. Retrieve from http://www.ode.state.or.us/wma/teachlearn/subjects/science/assessment/smarter-balanced_scoring_rubrics.pdf
- Questar Assessments (2015 adopted in NY for the next 5 years). Sample items retrieved from <http://www.edinformatics.com/testing/ny.htm> Sample Questar rubrics (2013) retrieve from <http://www.p12.nysed.gov/assessment/nyseslat/turnkey/nyseslat-sg13.pdf>



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BLOOMS TAXONOMY

★ Aim for these top three levels:

High Level Thinking Verbs

Analyze (4) Learner breaks communication down into its constituent elements or parts	Evaluate (5) Learner makes judgments about the value of material or methods according to specific criteria	Create (6) Learner puts together elements or parts to form a new whole
analyze appraise ascertain associate calculate categorize compare conclude contrast debate deconstruct deduce designate determine diagnose differentiate discriminate distinguish dissect divide examine experiment find (research) infer inspect investigate link organize question separate (solve) subdivide take apart test validate	appraise argue assess choose collaborate criticize critique debate decide defend deduce determine estimate evaluate experiment grade hypothesize judge justify prioritize rank rate recommend review select score value verify weigh	adapt add to assemble combine compile compose consolidate construct design develop devise direct expand extend forecast formulate generalize integrate invent merge modify originate plan pose/propose predict produce publish revise synthesize systematize theorize unite



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Bloom's Verbs—**NOT** high-level thinking

Remember (1) Learner must recall information	Understand (2) Learner comprehends what is communicated by making use of the communication	Apply (3) Learner uses abstractions (e.g. ideas) in particular ways and concrete situations
arrange define describe draw duplicate find give examples identify label list locate match memorize name quote recall recognize record repeat reproduce select state tell underline	characterize (classify) compare convert demonstrate depict describe discuss distinguish establish explain express generalize give examples give main idea identify illustrate interpret outline paraphrase predict put in your own words recognize relate to reorganize rephrase/restate report represent reword (own words) show & tell sort substitute summarize tell why translate visualize	Apply calculate change choose (classify) compute construct complete demonstrate direct dramatize employ (evidence) examine illustrate implement interpret make manifest manipulate modify observe operate perform predict prescribe present produce put into practice put together role play show sketch solve translate use utilize