

Figure 5.3 Standard to Proficiency Template

Standard:		
Content (Nouns) What students need to know	Skills (Verbs) What students need to be able to do	DOK
Student Learning Targets		
How might a student demonstrate advanced or extended mastery of the standard?		
Standard (learning progression ends here with mastery of this standard):		
4		
3		
2		
1		

Figure 5.3 Standard to Proficiency Template

Standard: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence and cause and effect. RI.3.3		
Content (Nouns) What students need to know	Skills (Verbs) What students need to be able to do	DOK
Text structure Sequence Cause Effect Compare and contrast Key steps in technical procedures	<ul style="list-style-type: none"> •Identify the text structure of a piece of historical, scientific or technical text. •Annotate the text to show its structure •Identify key terms that let the reader know two things are being compared. •Describe the relationship b/w a series of historical events, scientific concepts, or steps in technical procedures in a text. •Use language that pertains to time, sequence, and cause and effect. 	
Student Learning Targets		
How might a student demonstrate advanced or extended mastery of the standard?		
Standard (learning progression ends here with mastery of this standard):		
4		
3	Read a piece of historical, scientific, or technical text and explain the relationship that is developed within that text. Explain how the different parts of the text are related to each other	
2	Identify the text structure Know language that pertains to time, sequence, cause and effect	
1		

	Social Studies	ELA
DOK 1	<ul style="list-style-type: none"> •recall facts, terms, concepts, trends •recognize or identify specific information contained in maps, charts, tables, graphs, or diagrams 	<ul style="list-style-type: none"> •identify figurative language •fluency •know vocabulary •use punctuation correctly
DOK 2	<ul style="list-style-type: none"> •compare or contrast people, places, events and concepts •convert information from one form to another •give an example •classify or sort items into meaningful categories •describe, interpret, or explain issue and problems, patterns, reasons, cause and effect, significance or impact, points of view 	<ul style="list-style-type: none"> •low level comprehension (right there questions) •simple inferences •using context clues •predict outcome •summarizing •first draft writing •notetaking •outlining
DOK 3	<ul style="list-style-type: none"> •use evidence •draw conclusions •apply concepts to new situations •use concepts to solve problems •analyze similarities and differences in issues and problems •propose and evaluate solutions to problems •recognize and explain misconceptions •make connections across time and place to explain a concept. 	<ul style="list-style-type: none"> •explain, generalize, or connect ideas •how author's purpose affects the text •summarize info from several sources •identify abstract themes •writing for different purposes (awareness of audience) •using complex structures and ideas in writing
DOK 4	<ul style="list-style-type: none"> •analyze and synthesize information from multiple sources •examine and explain alternate perspectives •illustrate how common themes and concepts are found across time and place •make predictions with evidence •develop a logical argument •plan and develop solutions to problems 	<ul style="list-style-type: none"> •analyze and synthesize from multiple sources •explain alternate perspective from a variety of sources •Define similar themes over a variety of texts •writing with voice •writing with information from a variety of sources

Assessment Planning Chart

Content/ Targets	Level of Cognitive Demand				What will proficiency look like?
	Knowledge Retrieval DOK 1	Comprehension Application DOK 2	Analysis DOK 3	Synthesis Evaluation DOK 4	

Choosing an Appropriate Assessment

Type of Assessment	Examples in Practice	Advantages	Disadvantages
Selected Response			
Constructed Response			
Performance			

Validity—Does the assessment assess what we wanted it to assess? Will it tell me whether or not the students learned the material I wanted them to learn?

Reliability--Can I rely on the information to make decisions about what to do next for my students? Does it tell me *with confidence* whether the student is ready to move on or if (s)he needs more time and support?

Making Assessments Valid

Unwrap standards into the learning target to clearly uncover the important knowledge and skills we want to teach and assess.

Create an assessment planning chart to assure that we have assessed each of those targets at the level we expect students to reach.

Assessment Planning

- Identify the specific targets to be assessed. (1 or 2 work best)
- Determine the level of cognitive demand. (DOK 1-4)
- Decide what type of assessment items and how many to use.
 - Selected Response for DOK 1 & 2
 - Constructed Response for DOK 3 & 4
- Consider how much time the assessment will take.

Assessment Planning Chart

Content/ Targets	Level of Cognitive Demand				What will proficiency look like?
	Knowledge Retrieval DOK 1	Comprehension Application DOK 2	Analysis DOK 3	Synthesis Evaluation DOK 4	
Identify the structure of the text being read—time, sequence, and cause and effect.		2 constructed response			2 correct answers
Annotate or highlight a text to show its structure.			Highlight a piece of text to show its structure		Rubric to show proficiency

Learning Target	Proficient	Partially Proficient	Not Proficient
Highlight a text to show its structure	Highlights demonstrate that the student accurately identified the structure of the text and showed how each piece is linked to the other pieces	Highlights demonstrate that the student accurately identified the structure of the text but had minor mistakes in showing how each piece is linked to other pieces.	The student was either unable to accurately identify the structure of the text or unable to show how pieces are linked to each other.

Providing Feedback:

- Use descriptive rather than evaluative feedback
- Provide the feedback about the learning target(s) being assessed.
- Limit “corrective feedback” to what can be absorbed at a given time.
- Provide feedback that is specific enough so that the student knows what to do next, but not so specific that it gives away the answer.

Consider the stimulus:

- The stimulus is the information provided to the student prior to the question.
- In math, it may include graphs or charts to interpret.
- In ELA it may include a piece of text or video.
- In science it may include tables and graphs or experimental design.
- In social studies it may contain primary or secondary sources documents, maps, or texts.

Considerations for ELA stimulus

- The passage must reflect the learning target being assessed, e.g., firsthand/secondhand account, two articles on the same event or topic.
- The passage must be the appropriate Lexile level (measure of text complexity).
- The passage must be an appropriate length which may mean it's an excerpt.

Grade	Lexile Range
1	190-530
2	420-820
3	420-820
4	740-1010
5	740-1010
6-8	925-1185
9-10	1050-1335

Grade Band	Maximum Passage Length
3	650
4	750
5	750
6	950
7	950
8	950
HS	1100

Finding Texts

- Begin with Appendix B from CCSS
- Magazines: Time for Kids, National Geographic, Scholastic
- newsela.com
- ReadWorks.org
- Review your leveled readers and guided reading materials
- New York Times Learning Blog
- edsitement.neh.gov

Considerations for Math Stimulus

- Providing stimulus information often raises the rigor, e.g., asking students to analyze charts or graphs to gather information.
- Be cautious about providing too many distracting pieces of stimulus information.

Finding Math Tasks

- “Google” the standard number: e.g., 1.OA.2
- insidemathematics.org
- illuminations.nctm.org
- <http://schools.nyc.gov/Academics/CommonCoreLibrary/TasksUnits/StudentWork/default.htm>
- http://learnzillion.com/common_core/math/k-8
- [Illustrativemathematics.org](http://illustrativemathematics.org)