Acknowledgements

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For more information on this or other GPS training, contact Robin Gower at (404) 463-1933 or rogower@doe.k12.ga.us.

Use of This Guide

The module materials, including a Content Facilitator’s Guide, Participant’s Guide, PowerPoint Presentation, and supplementary materials, are available to designated trainers throughout the state of Georgia who have successfully completed a Train-the-Trainer course offered through the Georgia Department of Education.
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- Designing an Assessment Plan: Small Group Work
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Overview

Module Rationale
This training extends and builds upon days one and two of training.

The first purpose of day one of training was to introduce participants to the applicable standards.

The second purpose of day one of training was to introduce the Standards-Based Education approach and to assist teachers in using this approach to develop assessments and instruction in support of the new curriculum standards. During day one of the training, the emphasis was on the model itself—what it is, why it is important, and how it can be used so that the new GPS have a profound impact at the classroom level.

The purpose of day two of the training was to delve deeper into stage 1 of the Standards-Based Education process, helping participants gain proficiency in unpacking standards.

The purpose of day three of the training is to teach Stage 2 of the Standards-Based Education Process

Module Description
This module includes preparation (an assignment to unpack more standards that was given at the end of day one), an instructor-led one-day session composed of several large and small group demonstrations, practice activities, and follow up. The prior preparation helps participants jump into meaningful discussions more quickly, and the follow up serves as a bridge to day three of training.

Module Goal
Demonstrate a deep understanding of the new Georgia Performance Standards and the Standards-Based Education approach, through thoughtful curriculum planning, development of formative and summative assessments, and the design of instruction matched to the standards and research-based best practices. This shall be measured by student performance on progress monitoring and standardized criterion-referenced tests.

Note that the goal will not be reached by any single day of training. It will take preparation, eight days of classroom instruction, and follow up to master this goal.
Day Three Objectives

By the end of day three of training, participants will be able to:

1. Explain why assessment is Stage 2 in the Standards-Based Education process.

2. Identify the purpose of assessment in the classroom.

3. Differentiate among different types of assessment and assessment formats.

4. Given specific standards and a purpose for assessment, determine which assessment methods would be most appropriate at various times to increase student learning.

5. Determine guidelines for constructing performance assessments and rubrics.

6. Explain the differences between assessment and grading.

7. Create a balanced assessment plan for a unit, including examples of performance tasks and rubrics.
Module Sequence

- Prior Preparation—Participants
  - Unpack several standards to create Stage 1 for different units of study (assigned at end of day two)

Introduction
- Hook Activity
- Overview of the Module
- Review of the Unpacking Process
- Assessment and Standards-Based Education

Introduction to Assessment
- Assessment Terminology
- What is Assessment for Learning?

Matching Assessments to Standards
- Translating Standards into Achievement Targets
- Applying What We've Learned
- Small Group Practice
- Planning for Assessment

Performance Assessments and Rubrics
- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

Grading Student Work
- Grading: How Safe is Your Parachute

Putting It All Together
- Designing an Assessment Plan: Small Group Work
- Follow-Up Assignment

Module Materials for Day Three of Training

- Content Facilitator's Kit contents:
  - Content Facilitator's Guide (one for each leader)
  - Complete set of slide transparencies (PowerPoint)
  - Participant’s Guide (one per participant and one per leader)

- Other materials needed:
  - Flipchart paper
  - Markers
  - Masking tape to post flipcharts
  - Prepared Envelopes for “Hook” Activity
Equipment:
- Overhead projector or computer and LCD projector
Recommended Readings: Assessment

Note: A more general list of resources for Standards-Based Education is contained in the materials for day one of training.


An excellent resource on using rubrics to support student learning, this article outlines the importance of rubrics by providing insight into their purpose, various uses and effective designs. She makes the point that rubrics can help educators assess student work quickly and efficiently and help support student grades. When properly designed and used correctly, rubrics can support both the learning and assessment process.


This provides a thoughtful framework for ways teachers and administrators can reconsider how assessment is working in classrooms. From building the foundation for student involvement through reporting methods, the author provides a bridge between what the research shows and what teachers can do in their classrooms. This book is a quick read that is written in teacher-friendly language.


This series of three books for use in middle grades and high school classrooms outlines incredibly practical ways for teachers to involve students in their own assessment. *Setting and Using Criteria* outlines a four-part process for setting criteria, and then shows how to use it to provide descriptive feedback to support learning. *Self-Assessment and Goal-Setting* provides 10 practical self-assessment ideas and five goal-setting ideas to use with students. *Conferencing and Reporting* focuses on practical ways to involve students in their own communication with others about learning. Additional information about her work in assessment can be found on Anne Davies’ organization’s web site: www.connect2learning.com.

This book is an easy-to-read and powerful resource book that describes the types of assessments, the strengths and weaknesses of each type, uses of kinds of assessment data and the caution to be observed while interpreting assessment results. The book includes discussions on criterion-referenced testing and alternative or authentic testing methodologies. The last chapter demonstrates how to develop an ideal assessment program for your staff. It's a keeper, just as the authors say.


Grading has the potential for being a valuable learning tool to help both students and teachers clearly see how they can improve; however, this potential is seldom realized. In this book, Marzano presents viable alternatives to traditional assessment that are grounded in research and practical at the same time.


Marzano et. al. make the case that performance tasks should be developed to help students achieve deep learning and promote active construction of knowledge. This book contains numerous examples of such performance tasks as well as several chapters on the construction of rubrics both to score performance and to provide useful feedback to students.


The second edition of this book offers eight practical guidelines that encourage effective learning, support student success and make grades meaningful. Each guideline defines the purpose, illustrates an example, discusses and analyzes key issues, and summarizes the bottom line. Additional topics include overviews of various grading programs, calculation strategies, the use of report cards and other reporting forms, and insights on future trends in student assessment.

An examination of the undeniable evidence of the importance of using performance assessment as part of an educator’s daily life, this book leads the reader through the steps of creating and using performance assessments to determine students’ achievement throughout the school year. The author advocates using performance assessments that contain real-world scenarios, multiple tasks, and clear, consistent scoring guides.


An important resource for leaders who want to help teachers create quality classroom assessments, this third edition of Stiggins' acclaimed textbook shows how classroom assessment can be used to build student confidence and to increase student performance. Stiggins also presents ways to use different assessment methods to reach achievement goals, and he continues to build on his practical guidelines for developing quality classroom assessment practices. The book offers a wealth of ideas for improving learning through effective assessment and demonstrates how vital and powerful student involvement is in the process. Additional assessment resources produced by Rick Stiggins' organization, the Assessment Learning Institute (Portland, Oregon), are available and downloadable at no cost on the organization’s web site: www.assessmentinst.com.


A must reading for anyone who needs to know more about the impact assessment has on student achievement, this article sums up the research on classroom assessment with a connection to school improvement. Rick Stiggins, president of Assessment Training Institute, Inc. in Portland, Oregon, and considered by many the country’s most renowned researcher and speaker on assessment, writes clearly and effectively for school leaders and teachers who want to employ best practices for assessment in the classroom. The latter part of this article helps school leaders focus their work on improving classroom assessment FOR learning.


In the fourth edition of his book Stiggins continues to present teachers and school leaders with valuable and usable information on assessment for learning.
Suggested Web Sites for Assessment

http://www.alfiekohn.org/teaching/grading.htm
In this article, Alfie Kohn asks whether traditional grading is really necessary or useful and makes a strong case for supportive assessment in place of traditional grades.

http://cresst96.cse.ucla.edu/resources/justforteachers_set.htm
This Los Angeles Public Schools site includes a PDF file with sample performance tasks.

http://intranet.cps.k12.il.us/Assessments/Ideas_and_Rubrics/ideas_and_rubrics.html
This excellent site by the Chicago Public Schools provides information about rubrics for performance assessments, performance assessment tasks, and assessment resources, as well as a rubric bank.

http://pareonline.net
Practical Assessment, Research and Evaluation (PARE) is an on-line journal supported, in part, by the Department of Measurement, Statistics, and Evaluation at the University of Maryland. Its purpose is to provide education professionals access to refereed articles that can have a positive impact on assessment, research, evaluation, and teaching practice.

http://www.rmcdenver.com/useguide/assessme/online.htm
This site provides links to a variety of websites dealing with creating assessments, assessment strategies and definitions, rubrics, etc.

http://school.discovery.com/schrockguide/assess.html
This site provides an extensive bank of rubrics, rubric builders, graphic organizers, etc.

http://www.techtrekers.com/rubrics.html
This site provides links to a variety of websites for creating rubrics.

www.eduplace.com/graphicorganizer/
This site contains approximately 35 different graphic organizers.

www.ieq.org/Portal/Stud_assess.html
The student assessment section of the IEQ Teacher Resource Portal provides education program planners and teacher development specialists with access to web-based resources such as case studies, descriptions of alternative approaches to primary school assessment, sample test instruments, and classroom strategies that can be used to link assessment and instructional practice.

www.nwrel.org/assessment
This excellent site provides a wealth of materials, including Toolkit98, which contains tutorials “designed to assist classroom teachers to become better assessors of student learning. The primary
users of Toolkit98 are intended to be those who have the responsibility to coordinate and facilitate professional development in assessment for teachers.”

www.pals.sri.com
PALS is an on-line, standards-based, continually updated resource bank of science performance assessment tasks indexed via the National Science Education Standards (NSES) and various other standards frameworks.

www.prenhall.com/stiggins
This site provides additional information for users of Student-Involved Assessment FOR Learning, 4th ed., by Richard J. Stiggins.

www.teachersbridge.org
This excellent site, created by a consortium of Georgia educators and other professionals in education, provides teaching resources, online learning communities, and much more. Check out the resources on assessment.
Agenda

This is a one-day course, with approximately 6 hours of instructional time.

**Introduction**
- Hook Activity
- Overview of the Module
- Review of the Unpacking Process
- Assessment and Standards-Based Education

**Introduction to Assessment**
- Assessment Terminology
- What is Assessment *for* Learning?

**Matching Assessments to Standards**
- Translating Standards into Achievement Targets
- Applying What We’ve Learned
- Small Group Practice
- Planning for Assessment

**Performance Assessments and Rubrics**
- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

**Grading Student Work**
- Grading: How Safe is Your Parachute

**Putting It All Together**
- Designing an Assessment Plan: Small Group Work
- Follow-Up Assignment
Introduction

Overview
During the introduction, participants will participate in a simulation of a performance assessment task. After a brief presentation of the day’s agenda and objectives, participants will discuss the role of assessment in the Standards-Based Education process, review unpacking from Day 2, make connections between Days 2 and 3 of training, and establish a foundation for the day’s content.

Objectives
➢ Describe how and why assessment is Stage 2 in the Standards-Based Education process.

Activities
➢ Hook: Envelope Activity
➢ Overview of the Module
➢ Review of Unpacking Process
➢ Assessment and Standards-Based Education

Materials
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant's Guide
➢ “Hook” prepared envelopes
➢ Rubrics for “Hook” activity
➢ Unlined paper
➢ Colored markers
Hook: Envelope Activity

1. If necessary, arrange participants into six groups that are approximately equal in size. This works best if each group can sit around a table.

2. Provide each group with paper, markers, and an envelope [See Appendix].

3. Inform each group that they are to prepare one product per group.

4. Inform groups that they will find their assignment in the envelope, that they have 10 minutes to complete the assignment, and that they are to communicate only with members of their own group.

5. Allow 10 minutes for groups to complete drawings.

6. As the groups work, move around the room. Provide positive feedback to groups with envelopes 5 and 6, but no feedback to other groups.

7. Ask each group to share and explain its drawing. While groups are presenting, use rubric to assess each groups’ drawing.

8. When all groups have finished, distribute marked rubrics to each group.

9. Ask groups:
   - Are you happy with your evaluation? Why or why not?
   - Why did some groups do better than others?
   - Would you like the opportunity to revise your drawing now that you have a rubric and an initial assessment of your performance?
   - What generalizations can we make about assessment from this exercise?

[Facilitator’s Note: Expect and/or solicit responses such as, “We didn’t know what we were supposed to do?” “The evaluation wasn’t fair because some groups had more direction than others.” “Ours was a better drawing, but our evaluation wasn’t as good.” “We didn’t know how we were going to be evaluated.”]

10. Ask participants: How does this relate to our classroom practices?

11. Present: This was a contrived situation. You see from it, though, just a few of the many issues involved in assessing student performance, which is our topic for today’s training.
Overview of the Module

1. Welcome participants to day three of training.

2. Show slide 2, Training Overview: Day Three.
3. Present:

- The agenda for today is located on page 4 of your Participant’s Guide.
- During the Introduction to the Module, we will review Days 1 and 2 in order to connect that content to today’s content.
- In the Introduction to Assessment section we will discuss different types of assessments and assessment terminology.
- In the third section, we will examine what using Balanced Assessment means in the classroom.
- During the fourth section, Matching Assessments to Standards, we will use the information acquired in the previous sections to determine the appropriate types of assessments for the different types of achievement targets in the standards.
- In the Planning for Assessment section we will look at assessment plans and create an assessment plan for a unit of study.
- In the next section, we will discuss appropriate ways to construct and use performance assessments and rubrics.
- In the segment on grading, we will examine the connections between assessment and grading.
- Finally, we will put it all together to design an assessment plan for a unit, which will also transition us into Days 4 and 5 training.

[Facilitator’s Note: Writing and use of Teacher Commentary will be addressed in Day 4 training.]

3. Show slide 3, Day Three Objectives. Explain:

- The goal and objectives for Day 3 of training are listed on page 5 of your Participant’s Guide.
- These objectives build from an understanding of the underlying concepts to the process of designing thoughtful assessments within an assessment plan in order to improve student learning.
Review of Unpacking Process

1. Ask participants to turn to the completed templates in the Participant’s Guide on pages 7-10. Inform them that there are four completed templates, one each for 9th grade, 10th grade, American literature, and British literature.

2. Ask each participant to examine Stage 1 or the “desired results” that have been determined for a unit of instruction.

3. Ask participants to work in groups (9th, 10th, American, British) to connect the “desired results” from the templates to the standards themselves. In other words, to locate those parts of the relevant standards that have been unpacked to complete each template.

4. Remind participants that the big ideas can be located directly in the standards themselves; the enduring understandings are formed by “chunking” big ideas; and the essential questions are formulated from the enduring understandings.

5. Present: **We didn’t get to practice knowledge and skill statements during Day 2, but please note that Knowledge and Skill statements always begin with a verb. The Knowledge and Skill statements indicate what students need to know and be able to do to provide evidence of learning. We will be working extensively with knowledge and skill statements later in today’s training.**

6. Present: **Today, as we work with assessment, we will be examining the best ways to obtain evidence of learning.**
Assessment and Standards-Based Education

Slide 4

1. Show slide 4, Essential Question (overarching).

2. Present: The GPS differ significantly from the QCC because the performance standards require students to provide evidence of learning. Consequently, classroom teachers need to understand what evidence of learning looks like and how to design an assessment plan that will allow students multiple opportunities to provide this evidence of learning. We will spend this day of training working together to answer this first essential question.

3. Review first bulleted question.

4. Review second bulleted question.

5. Present: The second essential question is just another way of considering the types of assessments that will allow students multiple opportunities to provide evidence of learning. Evidence of learning, in other words, is provided as students demonstrate, through a number of different assessment means, what they know, can do, and understand.

6. Present: All of our discussion, activities, and work today centers on the role assessment plays in teaching with performance standards.
7. Show slide 5, *Standards Based Education Model*, and refer participants to page 11 in their Participant Guide.

[Facilitator’s Note: The animation for this slide is set so that one section appears at a time, advanced by clicking the mouse.]

8. Present: **During Day 1 of training, we gained familiarity with the Georgia Performance Standards:** the parts of a standard, the different strands, and relevant terminology; and we also debunked some common misconceptions.

9. Click the mouse; then present: **During Day 2 of training we practiced the process of unpacking the GPS to determine exactly what the standards say—what we want our students to know, be able to do, and understand.** We identified the **Big Ideas** embedded in the standards, and we grouped Big Ideas together to formulate **Enduring Understandings**, the broad statements or generalizations that span a number of standards, strands, and/ or disciplines, and that specify what our students should understand at the end of a unit, at the end of a course, or twenty-five years from now.

10. Click mouse; then present: **Finally, we developed Essential Questions that directly relate to the Big Ideas and the Enduring Understandings and, consequently, directly relate to the standards.** We developed broad, overarching questions as well as more specific and topical questions. We began to examine the different types of knowledge - both **Declarative Knowledge** (facts, rules, concepts) and **Procedural Knowledge** (skills, procedures, and processes) that must be acquired for students to achieve deep understanding.
11. Click mouse; then present: Today, we will connect the work on Stage 1 of the Standards-Based Education process with Stage 2: designing appropriate, balanced assessment plans that allow students to demonstrate the depth of their understanding of the concepts, skills, and processes inherent in the Georgia Performance Standards.

12. Present: Planning assessments this early in the SBE process may be difficult for many of us to grasp because we have traditionally planned our learning experiences and instruction before considering assessment.

13. Click mouse; then present: But it is only after we have determined what we want students to know, be able to do, and understand (Stage 1) and what constitutes acceptable evidence of the knowledge, skills, or understanding (Stage 2) that we make decisions about the specific instructional activities, tasks, and/or lessons that we will employ to help our students achieve these desired results (Stage 3).


15. Present: In standards-based instructional planning, the role of assessment changes from a means of determining grades to an integral, on-going part of the learning process.
16. Show slide 7, *Stephen Covey Quote*. Present: This quote summarizes the rationale behind developing assessment prior to instruction.

"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and so that the steps you take are always in the right direction."

17. Transition: **Now that we have examined the rationale behind designing assessments during Stage 2 of the Standards-Based Education process, we need to reach agreement on assessment terminology in order to establish some common ground for the remainder of our work with assessment today.**
<table>
<thead>
<tr>
<th><strong>Introduction to Assessment</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
</tr>
<tr>
<td><strong>Objective</strong></td>
</tr>
</tbody>
</table>
| **Activities** | ➢ Assessment Terminology  
➢ What is assessment for learning? |
| **Materials** | ➢ Overhead projector or computer and LCD projector  
➢ Transparencies or PowerPoint presentation  
➢ Participant's Guide |
Assessment Terminology

1. Present:

- Summative assessments such as state and other standardized tests provide data on overall school performance and can be valuable program evaluation tools.
- As Rick Stiggins notes in the *Phi Delta Kappan* (June 2002), preparing some students for such tests can have a positive effect on learning; but this positive effect on learning is not evidenced for all students.
- For a number of our students, these forms of state and standardized assessments of learning may have a detrimental effect because students who lack confidence in their ability to learn become discouraged and give up (Stiggins 2002).
- Currently the state or high-stakes assessments receive most of the media attention; but it is classroom assessments for learning that allow teachers to keep the focus on learning, to make continuous instructional decisions that benefit individual learners, and to build students’ confidence in their ability to learn.
- As Stiggins notes, a balanced range of classroom assessments is effective in improving student achievement, not only in individual classrooms, but also on the state or other standardized tests that provide program evaluation data. In fact, Stiggins refers directly to a research review by Paul Black and Dylan William that reports effect sizes on high stakes tests of one-half to a full standard deviation for students who experienced “improved formative assessment” in their classrooms. This gain is sufficient to improve student achievement on standardized tests by “more than 30 percentile points, two grade-equivalents, or 100 points on the SAT scale” (Stiggins 2002)
- By gathering evidence of learning through a variety of types of classroom assessments, teachers are able to develop a complete picture of students’ progress in meeting identified standards. Teachers, students, parents, and others need timely feedback about students’ academic achievement for a number of reasons, but most importantly so that students can experience the learning opportunities they need to succeed.
Present: Classroom assessments give teachers the kind of data they need to ensure that students meet standards, that they have acquired the requisite knowledge, skills, and understanding, and, consequently, that they are able to demonstrate improved achievement on state and district assessments as well.

What is Assessment?

Slide 8  1. Show slide 8.

![What is assessment?]

- The systematic observation and evaluation of student performance.

Slide 9  2. Present: Assessment is the systematic observation and evaluation of student performance.


![What is assessment?]

- Do students know? Are they able to complete processes and demonstrate skills? Do they understand?
- How well do students know? How well are they able to complete processes and demonstrate skills? How well do they understand?
- What do students not know? What are they not yet able to do? What don't they understand?
4. Show slide 10.

5. Present: These are a few key terms with which we’re probably already familiar; however, a couple may be new. Let’s talk about these terms to make sure we all have the same understanding. What do we mean by screening, diagnostic assessment, progress monitoring, formative assessment, summative assessment, formal assessment, informal assessment, assessment for learning, assessment of learning.

6. Ask participants to work with others at their tables to define and provide concrete examples of each of these terms. Allow 5-7 minutes.

7. As groups conclude this task, ask each group to share their definitions of “screening” until consensus about the meaning is reached. Proceed through the other terms in the same way, reaching consensus on each.

8. Inform participants that the generally accepted definitions for these terms have been included on page 12 of the Participant’s Guide.
9. Emphasize:

- There have been some questions regarding the assessment of and expectations for students with the most significant cognitive disabilities.
- NCLB and IDEA require the provision of access to a curriculum with challenging academic standards for all children, including the 1% with the most significant cognitive disabilities.
- Levels of achievement expectations on the GPS will be established for that 1%. The DOE will revise or redesign the Georgia Alternate Assessment for that 1% who qualify under NCLB.
- To summarize, all teachers in our state must go through this training and learn these standards, because the GPS provide the framework for all students; however, the tasks/measures used to assess the 1% of students who qualify under NCLB may be different.

[Facilitator’s Note: Please read this section verbatim to each group being trained.]
Balanced Assessment

Overview
In this section participants will examine different assessment formats and frameworks to determine key points, examples, advantages, and disadvantages of each. They will then examine their own assessment practices before evaluating a prepared assessment plan for an instructional unit.

Objective
➢ Differentiate among different types of assessment and assessment formats.

Activities
➢ Balanced Assessments: Frameworks and Formats
➢ Self-Assessment of Participants’ Classroom Practices
➢ Comparison of Assessment Formats
➢ Assessment Design

Materials
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant’s Guide
➢ Assessment Plan for Poetry Unit
Balanced Assessment: Frameworks and Formats

1. Present: Many of us already use a variety of assessment methods in our classrooms. We will now look at some frameworks for considering different methods of assessing students using the new Georgia Performance Standards.

Slide 11

2. Show slide 11

3. Present: Authors describe and categorize assessment formats in a number of different ways. For example, UbD describes a continuum of assessments.

4. Review information on slide.

[Facilitator's Note: See page 142 in the UbD Workbook for more detailed explanation of the continuum.]

Slide 12

5. Show slide 12.

Slide 13  
7. Show slide 13.

8. Present: **Bob Marzano describes seven assessment items.**

9. Review information on slide.

Slide 14  
10. Show slide 14.

11. Present: **While you may choose to employ any of these formats, rather than adopting any single format for training, we have adapted the various assessment frameworks for purposes of discussion today.** We will arrange our classroom assessments into these four categories: **Selected Response, Constructed Response, Performance Assessment, and Informal & Self-Assessment.**
12. Present: **On pages 13 and 14 of the Participant’s Guide you will find descriptions of these four assessment formats.**

13. Allow participants time to locate the appropriate pages, then assign the formats to different table groups. Assign all four assessment formats. If there are more than four groups, have two groups work separately on the same format.

14. Present: **At your table, review and discuss the information describing your format. Then generate a list of specific types of assessments that could be examples of your assigned format.**

15. Show slide 15.

16. Present: **On a piece of chart paper, write the name of the assessment format your group will discuss and draw a vertical line down the middle of the page. On the left side of the page, list key points to describe your format. On the right side, list the examples of this assessment type generated by your group. You will have 5-7 minutes to complete this task, after which the groups will report on their work.**

17. At the end of 5-7 minutes, ask one group to volunteer to display its chart and to report. (If more than one group discussed the same assessment format, have all of the groups with the same format report consecutively, with each additional group reporting only points that are different from those that have already been reported.)

18. Continue until each assessment format has been discussed.
Self-Assessment of Participants’ Classroom Practices

1. Present: Now that we are more familiar with assessment formats and specific types of assessments in each category, let’s examine our own classroom assessment practices.

2. Refer participants to pages 15-16 in the Participant Guide, “Balanced Assessment: A Self-Assessment Inventory.” Ask each individual to read the directions and then to complete the self-assessment, rating their level of use of each of the assessments listed, using the scale in the box shown on the first page. Ask participants to respond honestly.

3. Allow about 5 minutes for participants to complete the self-assessment inventory; then say: After you complete the self-assessment, turn to page 17 in the Participant’s Guide, transfer your scores to the tally chart, look over your results, and reflect on the questions listed below the chart.

4. Allow an additional 5 minutes or until you see that most of the participants have completed the assignment. Use the following questions to briefly discuss the results they found:

   ➢ What do the survey results suggest?
   ➢ What patterns do you notice?
   ➢ Are you using one format more than others?
   ➢ Are there types of assessment you use less frequently or not at all?
   ➢ Are you collecting appropriate evidence for all the desired results?
   ➢ Do you rely too heavily on those that are easiest to test and grade?
   ➢ How might you modify your classroom practice to better assess student learning?

5. Present: Just as you might use this self-assessment to modify your classroom practices, students can use self-assessment to modify their learning, to determine the stage of their progress toward their learning goals, and to use this information to adapt strategies in order to achieve those goals. This is an example of assessment for learning.
Comparison of Assessment Formats

1. Present: **Performance assessments and informal & self-assessments are not meant to totally replace selected or constructed response assessments. Each type of assessment has its own advantages and disadvantages, strengths and uses. It’s especially important to note here that assessments for learning occur throughout the teaching/learning process, from the first day a unit is introduced until the day the unit of instruction is completed. Each unit, therefore, will have a number of different assessments that allow the classroom teacher to measure a student’s progress toward his/her acquisition of the requisite knowledge, skills, and understanding.**

2. Show slide 16.

![Constructed Response](image)

3. Ask table groups to reconsider the assessment formats they discussed earlier (**Selected Response, Constructed Response, Performance Assessment, Informal & Self-Assessment**). Have each group write its assigned assessment format at the top of another piece of chart paper and draw a vertical line down the middle of the page. One column should be labeled “Advantages”; the other, “Disadvantages.”

4. Allow groups 5-6 minutes to discuss the advantages and disadvantages of the assessment type and to list points in the appropriate column.

5. Ask each group to display its chart and to summarize its discussion for everyone. (If more than one group discussed the same assessment format, have all groups report consecutively, with subsequent groups reporting only points that are new or different.)
6. After all groups have reported, present: **Now let’s examine some reasons for selecting different assessment formats.** On pages 18-19 in your Participant Guide, you will find a table that lists some specific points about assessment that often influence the type of assessment we choose to use in our classrooms. The table is arranged in four sections: “What is Communicated by the Assessment?” “Student Concerns,” “Areas Assessed,” and “Administrative Concerns.”

7. Present: **Examine each item listed in each section to determine whether this concern is addressed satisfactorily by each of the assessment formats listed across the top.** For example, is there an opportunity for a student to explain his/her response on a Selected Response type of assessment? (no) ... Constructed Response assessment? (yes) ... Performance Assessment (yes) ... Informal & Self-Assessment (yes)

8. Present: **As you reach consensus in your group, record your response to each item for each assessment type.** Not all items may result in a simple yes or no. Some may require additional explanation.

9. Allow groups about 8-10 minutes to discuss and complete their sections of the table. Ask if there are any items that individuals would like to discuss with the group as a whole.

10. Present: **When we examine assessment in this manner, we see not only that different types of assessments meet different needs, but also that at times those different needs may appear to be in conflict.** An assessment that allows a student the opportunity to provide the best evidence of understanding may not be the most objective, the most time efficient, etc. We need to work together within our departments and with school leaders to design a number of different assessments that will meet everyone’s needs: those of students, teachers, parents, and administrators. Remember, too, what we said at the beginning of the day: State and other standardized tests provide data on overall school performance and can be valuable program evaluation tools; but it is classroom assessments for learning that allow teachers to keep the focus on learning, to make continuous instructional decisions that benefit individual learners, and to build students’ confidence in their ability to learn.
Assessment Design

1. Present: Now that we have established common terminology for talking about assessment, as well as a common understanding of what it means to have a balanced range of assessments and to match different assessment formats to specific assessment needs, let’s take a look at an assessment plan that you’ve seen before.

2. Ask participants to examine the range of assessments on pages 20-21 in the Participant’s Guide and to classify each according to the four types of assessment we’ve been discussing. To do so, they should consider the following questions:

   - Is this assessment plan balanced?
   - How does the assessment plan relate to the ELA GPS for 9th grade?
   - How might we improve the individual assessments?
   - Could the addition of other assessments provide a better, more complete picture of student learning?
   - What other assessments might we employ to obtain evidence of student learning for this unit?

3. Show slide 17.

4. Allow time to discuss, evaluate, and modify the assessment plan provided, then present: We’ll come back to this assessment plan and discuss it further a little later today.
5. Transition: **Whatever format or framework we use in thinking about assessment, a balanced assessment plan that incorporates multiple types of assessments is necessary if we hope to determine what students know, are able to do, and can understand in relation to particular standards. But simply using a variety of types of assessments is not enough. We need to use the particular type of assessment that is most appropriate for measuring specific types of knowledge, skills, and understanding.**
Matching Assessments to Standards

Overview
Participants will examine in depth the kinds of knowledge and skills students will need to provide evidence of in order to meet the Georgia Performance Standards. They will then determine which types of assessment are best for particular kinds of knowledge and skills.

Objective
- Given specific standards and a purpose for assessment, determine which assessment methods would be most appropriate at various times to increase student learning.

Activities
- Translating Standards into Achievement Targets
- Applying What We’ve Learned
- Small Group Practice
- Planning for Assessment

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
- Assessment Plan for Poetry Unit
Translating Standards into Achievement Targets

1. Present: To assess effectively, we need to match the appropriate type or format of assessment to the kind of evidence that will provide the best indicators of the desired results we have predetermined for the standard. If the goal is for students to learn basic facts, then paper-and-pencil tests and quizzes may provide adequate and efficient measures. However, when the goal is deep understanding, we need to rely more on complex performances to determine whether the learning goals have been reached.

2. Show slide 18.

3. Present: In Day 2 when we looked at Knowledge, we considered facts, concepts, generalizations, rules, laws, procedures (here procedures refers to steps we need to follow in a process); in other words, the basic content knowledge we need to acquire before we can truly understand. Likewise, Skills included those skills, procedures, and processes that we use to apply our knowledge in order to achieve understanding. Knowledge and Skills are two achievement targets.

4. Show slide 19.
5. Present: **Today we’re going to extend our understanding of Knowledge and Skills to include the achievement targets of “Thinking and Reasoning” and “Communication.”** These “Thinking and Reasoning” and “Communication” skills include additional ways of applying knowledge and skills in order to provide evidence of learning. Let’s look briefly at what each achievement target means.

6. Present: **Knowledge/Informational targets** refer to a student’s complete and detailed understanding of the information important to a topic, unit of instruction, or course—the **content knowledge**. What are some examples of Knowledge? Can you locate some Knowledge/Informational targets in the ELA standards?

7. Allow time for participants to look over ELA standards and contribute suggestions.

8. Present: **Skill/Process targets** refer to a student’s success in performing a skill or process important to the topic, unit, or course. The student must demonstrate that s/he understands the key features of the skill or process. What are some examples of Skill/Process targets from the ELA standards?

9. Allow time for participants to look over ELA standards and contribute suggestions.

10. Present: **A number of types of “Thinking and Reasoning” skills are included in the ELA standards; these are skills that fit within the Skill/Process targets but involve higher level processes. Here’s a list of “Thinking and Reasoning” skills generated by Bob Marzano.**
Slide 20  

- **Thinking and Reasoning**
  - Comparison and contrast
  - Analysis of relationships
  - Classification
  - Argumentation
  - Induction
  - Deduction
  - Experimental inquiry
  - Investigation
  - Problem solving
  - Decision making

12. Present: **Can you think of others that we might add?** What are some specific examples of “Thinking and Reasoning” targets that are specified in the ELA standards?

13. Allow time for participants to look over ELA standards and contribute suggestions.

14. Present: **Marzano has also generated a list of “Communication” targets.** Again, these fit within the classification of Skills/Processes, but directly relate to the processes of communication.

Slide 21  
15. Show slide 21.

- **Communication Skills**
  - Communicates effectively in written form
  - Communicates effectively in oral form
  - Communicates effectively in a medium other than writing or speaking
  - Communicates with diverse audiences
  - Communicates for a variety of purposes
  - Expresses ideas clearly

16. Ask: **Can you think of others that we might add to this list?** What are some specific examples of “Communication” targets that are specified in the ELA standards?

17. Allow time for participants to look over ELA standards and contribute suggestions.

PG-22  
18. Ask participants to turn in their Participant Guide to page 22, **Determining Achievement Targets.**
19. Present: The first 12th grade writing standard is reprinted at the top of this page. Let’s look at the standard and translate it into its relevant achievement targets. Beneath the standard is a chart for the four types of achievement targets we’ve been discussing.

20. Present: Look over the standard. What specific knowledge must students must know and understand in order to achieve this standard?

21. Discuss and expand on this question. Lead the group to see that there is specific content knowledge either stated or implied in this standard.

22. Present: List the specific content knowledge in this standard, in the “Knowledge/Informational” section of the chart. To state the achievement targets in performance language, remember to begin each statement with a verb. You might want to refer to page 23 in the Participant’s Guide as a source of knowledge and skill verbs for this activity.

23. Present: Now complete the same process with the other types of achievement targets. If there are no processes indicated by the standard for a particular type of achievement target, simply state, “Not applicable to this standard.”

24. Allow about 15 minutes for groups to complete this activity. Then call the groups back together and discuss.
Applying What We’ve Learned

PG-24 Completed PG-22 Slide 22

1. Present: Now let's pull all that we have discussed so far today together. You will need the page you have just completed on the comprehension standard, as well as page 24 in your Participant Guide.

2. Show slide 22.

3. Present: Let's look at the information we just completed for the writing standard. Is there informational knowledge required of students in order to achieve this standard? (Yes) How did you state the achievement target for informational knowledge.

4. Have participants volunteer.

5. Present: Can this type of information be assessed with a Selected Response assessment? Remember that Selected Response refers to multiple choice, true-false, matching, word finds, cross word puzzles.

6. Allow a few moments for small group discussion; then ask participants to share their thoughts. As participants provide responses for each box in the first row of the chart, click the mouse to fill in the cell.

7. Ask groups to complete the “Matching Assessments with Standards” chart. Allow 10-12 minutes.

8. Ask participants to share the thoughts of their group. Allow everyone the opportunity to contribute.
10. Present: Let’s compare your work with **one perspective** on the links between achievement targets and assessment types.

11. Present: **Some of your responses may differ from those on the chart.** Our responses can be influenced by our individual experiences, the children with whom we work, the particular assessment instrument we have pictured in our mind, etc. Because students do not all learn in the same way or demonstrate learning in the same way, many achievement targets can and should be assessed with more than one assessment format to provide every student with the opportunity to provide evidence of learning in multiple formats.
Small Group Practice

PG-20-21

1. Present: Take another look at the assessment plan for the poetry unit (PG-20-21). Use the knowledge and skills you have acquired so far today to evaluate that assessment plan. You'll probably want to refer to some of the specific assessment tasks or activities in the Poetry Unit at this time as well. Which assessment formats are included? Are there any that appear to be absent? Is the plan balanced? Considering the principle standard being addressed—ELA9RL1, both the nonfiction/informational text and the poetry critical components, how might this assessment plan be improved?

2. Allow participants 15 minutes to examine the plan in their small groups, then ask them to share their findings with the large group.
Planning for Assessment

1. Present: **To ensure that assessments provide detailed information about students’ understanding and proficiency, teachers should strive for a balance of assessments in each instructional unit. To plan and track the intended achievement goals associated with the standards addressed in each unit and the assessments used, teachers might create an assessment matrix.**

Slide 24

2. Show slide 24. Present: **As we begin to develop unit assessment plans, considering “Critical Filters” such as these can help us decide on appropriate assessments.**

- Critical Filters
  - What type of evidence is required to assess the standard? (e.g., recall of knowledge, understanding of content, ability to demonstrate process, thinking, reasoning, or communication skills)
  - What assessment method will provide the type of evidence needed?
  - Will the task (assessment method) provide enough evidence to determine whether students have met the standard?
  - Is the task developmentally appropriate?
  - Will the assessment provide students with various options for showing what they know?

3. Review and discuss contents of slide.

4. Transition: **We have worked thus far through a process of planning for balanced assessments in our classroom. This process includes matching the appropriate type of assessment with the different types of knowledge and skills required in the standards. We now need to learn how to construct and use appropriate performance assessments and rubrics.**
Performance Assessments and Rubrics

Overview
This section will provide some basic information for developing performance assessments and rubrics.

Objective
- Determine guidelines for constructing performance assessments and rubrics.

Activities
- Defining Performance Assessment
- Guidelines for Performance Assessment
- Components of Rubric Design

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
- Assessment Plan for Poetry Unit
Defining Performance Assessment

1. Present:

- As language arts teachers, we may be more familiar with performance assessments and rubrics than teachers in other academic disciplines. This part of the training will provide an overview of performance assessment; however, many of the resources listed at the beginning of this module contain valuable additional resources.

- Rick Stiggins states that “performance assessments involve students in activities that require them actually to demonstrate performance of certain skills or to create products that meet certain standards of quality” (2005).

- Perhaps most important, performance assessments allow students to demonstrate their understanding and to apply knowledge and skills. Performance assessments allow students to see the relevance of their learning.

- Performance assessments are designed to assess deep understanding rather than surface knowledge or discrete facts.

- Consider this example, throughout a high school chemistry course or math course or language arts course, students are assessed through a series of pop quizzes and end-of-chapter tests. Prior to all tests, the students are provided with study guides for the tests. These students do quite well on the tests and in the class overall. Yet, when these same students leave the classroom, they jokingly admit that they don’t remember anything about chemistry or math or language arts.

- The students in this example learned discrete facts for a specific purpose—a test; but they never had to apply that knowledge in authentic learning situations or performance assessments. If we really want our students to become literate citizens of the world, we must include performance assessments that provide students with opportunities to use knowledge and skills in meaningful ways. This is conceptual learning; and students who understand conceptually retain knowledge, skills, and understanding beyond the classroom.
2. Show slide 25.

3. Present: Marzano, Pickering, and McTighe (1993) offer the following characteristics of performance assessment:

- Performance assessments often occur over time
- Performance assessments result in a tangible product or observable performance
- Performance assessments encourage self-evaluation and revision
- Performance assessments require judgment to score
- Performance assessments reveal degrees of proficiency based on criteria established and made public prior to the performance
- Performance tasks sometimes involve students working with others


5. Allow participants time to locate the appropriate pages.

6. Present: Keeping in mind that an assessment plan may have several parts that lead up to the product or performance, which of these assessments do you think qualify as performance assessments?

7. Present: Test these performance assessments against the criteria developed by Marzano, et al. that are on the slide.

8. Allow participants time to evaluate the performance assessments, then allow them to share their thoughts with the group.
Guidelines for Performance Assessment

1. Present: Now let's look at a way of constructing a performance assessment. Wiggins and McTighe suggest constructing performance assessments using the acronym GRASPS.


3. Present: Let's apply the GRASPS acronym to a performance assessment in the assessment plan. Turn to page 25 in the Participant's Guide? Can we improve this performance assessment by employing this simple acronym?

4. Transition: Performance assessments should be a part of a balanced assessment plan along with constructed response and informal & self assessments. While performance assessment takes longer for teachers to plan and for students to complete, they provide students with essential opportunities to apply what they know, are able to do, and understand in meaningful situations.
Components of Rubric Design

1. Present:

- When we assess for learning in our classrooms, students need to know the criteria on which that assessment is based at the beginning of the learning process for a unit or course of instruction.
- Rubrics are guidelines for assessing, evaluating, and/or scoring student work and performance.
- Rubrics show levels of quality and communicate expectations.
- Rubrics allow students as well as teachers to “begin with the end in mind.”

Slide 27

2. Show slide 27.

<table>
<thead>
<tr>
<th>Parts of a Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dimensions, sometimes referred to as criteria, encompass the knowledge, skills, and understanding to be assessed.</td>
</tr>
<tr>
<td>Indicators specify the evidence used to judge the degree to which the dimension is mastered.</td>
</tr>
<tr>
<td>Rating Scales discriminate among the various levels of performance.</td>
</tr>
</tbody>
</table>

3. Present:

- To construct a rubric, we need to consider three factors called Dimensions, Indicators, and Rating Scale.
- Dimensions, sometimes referred to as criteria, encompass the knowledge, skills, and understanding to be assessed.
- Indicators specify the evidence used to judge the degree to which the dimension is mastered.
- Rating Scales discriminate among the various levels of performance.

5. Present:

- Let’s look at a template for a basic rubric design.
- If you’ll turn to page 6 in your Participant’s Guide, you can see the characteristics of this basic rubric design with the criteria, the indicators, and the rating scale specified on the rubric for the hook activity we completed at the beginning of today’s session. Look also at the rubrics in the poetry unit. The style of these rubrics is a bit different.
- Turn to pages 26, 27, and 28 in the Participant’s Guide and let’s look the steps for designing a rubric, quality words to use in rubric design, and rubric writing terminology.

6. Transition:

- While there’s no single correct way of constructing a rubric, keep in mind that the goal is to design rubrics that communicate to students, teachers, and parents, meaningful information concerning the extent to which a student’s product or performance shows evidence of meeting the Georgia Performance Standards.
- The web resources listed in this module include several sites devoted to rubric construction and grading with rubrics.
- We still need to discuss, however, the differences between assessment and assigning grades.
Grading Student Work

Overview
In this section, the differences between assessment and grading will be explored.

Objective
➢ Explain the differences between assessment and grading.

Activities
➢ Grading: How Safe is Your Parachute?

Materials
➢ Overhead projector or computer and LCD projector
➢ Transparencies or PowerPoint presentation
➢ Participant's Guide
Grading: How Safe is Your Parachute?

1. Present: Let’s turn our attention to an example that demonstrates the differences between grading and assessment.

Slide 29 2. Show slide 29.

3. Present the following anecdote:

- Three students are taking an eight-day class in parachute packing. The teacher gives a performance test at the end of each day of instruction.

- S/he provides feedback telling each student exactly what s/he did right and what s/he needs to improve. The teacher then differentiates instruction so that each student can improve.

- The first student does extremely well on the first few tests, but by the end of the course, his performance has dropped off considerably. He received A’s on his first five tests and F’s on his last three.

- The second student is erratic. Sometimes she does a good job packing the parachute and sometimes she does not. Her grades have ranged from B to F.

- The third student was clueless at the beginning—well really through most of the class. But by the last few sessions, she caught on and performed flawlessly. Her grades were mostly F’s, with A’s on her last three packing performances.
At the end of the course, only the first student passed because the second and third students, when their scores were averaged, did not have a score as high as the first student, even though the first student had a clear drop-off in performance. The last student, who performed consistently and flawlessly at the end, never did bring up her average enough to pass the parachute-packing course.

4. Ask: Which student would you want to pack your parachute?

5. Ask: What does this tell us about assessment and grading practices and the differences among them?

Slide 30


Assessment vs. Grading

- a continuous process
- provides feedback to improve student achievement
- may be formative or summative
- provides a means of identifying evidence of student mastery of the content standards
- provides a photo album of student progress through which we can observe a student’s growth.

- a means of assigning numerical or alphabetical grades to a student’s work
- may be formative or summative
- often represented as an average
- may not represent an adequate picture of a student’s growth or progress toward the learning goals.

7. Present: Assessment is a continuous process of identifying student learning and/ or performance at a given point in time, in order to provide feedback and make instructional decisions that will aid students’ progress toward the achievement of their learning goals. While assessment may be formative or summative, it is always a means of collecting evidence of student mastery of the content standards. A balanced range of assessments provides a photo album of student progress through which we can observe a student’s growth.
8. Present: **Grading, on the other hand is a means of assigning a numerical or alphabetical grade to a student’s work.** As in the case of the parachute-packing students, grades, which are often represented as averages, do not take into account a student’s growth, his/her progress toward mastery of the standards.

9. Present: **Alfie Kohn (1994) cites a study by Condry and Chambers in 1978 to argue that grading while students are still learning often has unintended negative effects, that “rewards [and penalties] are most destructive when given for skills still being honed.”**

10. Present: **Grades are a fact of life in schools, and grading policies are the purview of individual school systems; but as we begin to design assessment plans that will allow us to gather evidence of student performance, remember the story of the parachute-packing class and be aware of the difference between assessing a student’s progress toward attainment of the knowledge, skills, and understandings required by the GPS and assigning grades that may be the only indicators of student achievement some people see.**

11. Present: **See page 29 of the Participant’s Guide for a checklist you might employ to self-assess your use of the grading process to motivate student achievement.**
Putting It All Together

Overview
In this section, we will apply all the knowledge and skills acquired in Day 3 of training to the design of an assessment plan.

Objective
- Create a balanced assessment plan for a unit, including examples of performance tasks, rubrics, and constructed response items.

Activities
- Designing an Assessment Plan: Small Group Work
- Follow-Up Assignment

Materials
- Overhead projector or computer and LCD projector
- Transparencies or PowerPoint presentation
- Participant's Guide
Designing an Assessment Plan: Small Group Work

1. Present: **Return to the templates with unpacked standards on pages 7, 8, 9, and 10 of the Participant’s Guide.**

2. Present: **Working in your small groups, according to course you select (9th, 10th, American literature, or British literature), apply the knowledge and skills you have acquired during today’s training and begin developing an assessment plan for a language unit.**

3. Present: **Other useful templates and resources are located on pages 22-25 and 27-28 of the Participant’s Guide.**

4. Present: **As you work on your assessment plans here and in your local systems, keep in mind the characteristics of exemplary assessment.**

5. Show slide 31.

6. Present: **We will spend whatever time we have remaining today working on this assessment plan. Between now and Days 4 and 5 of training, work on the follow-up assignments and continue collaborating within your departments and systems on Stages 1 and 2 of the Standards-Based Education process.**

7. As participants work in small groups walk around, observe, and provide feedback.
Follow-Up Assignment

1. Present: **Before returning for Day 4 of training, please read What Happens Between Assessments?** This article is available online at: [http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html](http://pdonline.ascd.org/pd_online/teachbehave/199612el_mctighe.html)

2. Present: **By the end of Day 3 of training, teachers should have the knowledge and skills necessary to unpack the standards and design assessment plans.** Before returning for Days 4 and 5, work with other teachers in your department or your school to plan a unit of instruction all the way through Stages 1 and 2 of the Standards-Based Education process.
Appendix: Instructions for “Hook” Envelopes

Envelope #1
Draw a building.

Envelope #2
Draw a house.

Envelope #3
Draw the front of a house that has at least 9 windows and 1 door.

Envelope #4
Draw the front of a brick house that
- is two stories high
- has five windows across the top story
- has four windows and a door on the bottom story, with two windows on each side of the door

Envelope #5
Draw the front of a brick family home that
- is two stories high
- has five windows across the top story
- has four windows and a door on the bottom story, with two windows on each side of the door
- has sidewalks
- has a yard

Envelope #6
Use your imagination and draw a detailed picture, approximately 4” x 6,” of the front of a brick family home that
- is an attractive and welcoming two story, colonial
- has five windows across the top story complete with curtains
- has four windows and a door on the bottom story, with two windows (with curtains) on each side of the door, which has a wreath decoration
- has sidewalks with toys and other evidence of who lives inside
- has a yard with lush trees, bushes, and attractive flowers
- shows evidence of the family who lives in the house: a mother, a father, a son, and a daughter
- shows evidence of the family pets: a dog and a cat