

Woodburn School District
Pre-assessment
September 25, 2018

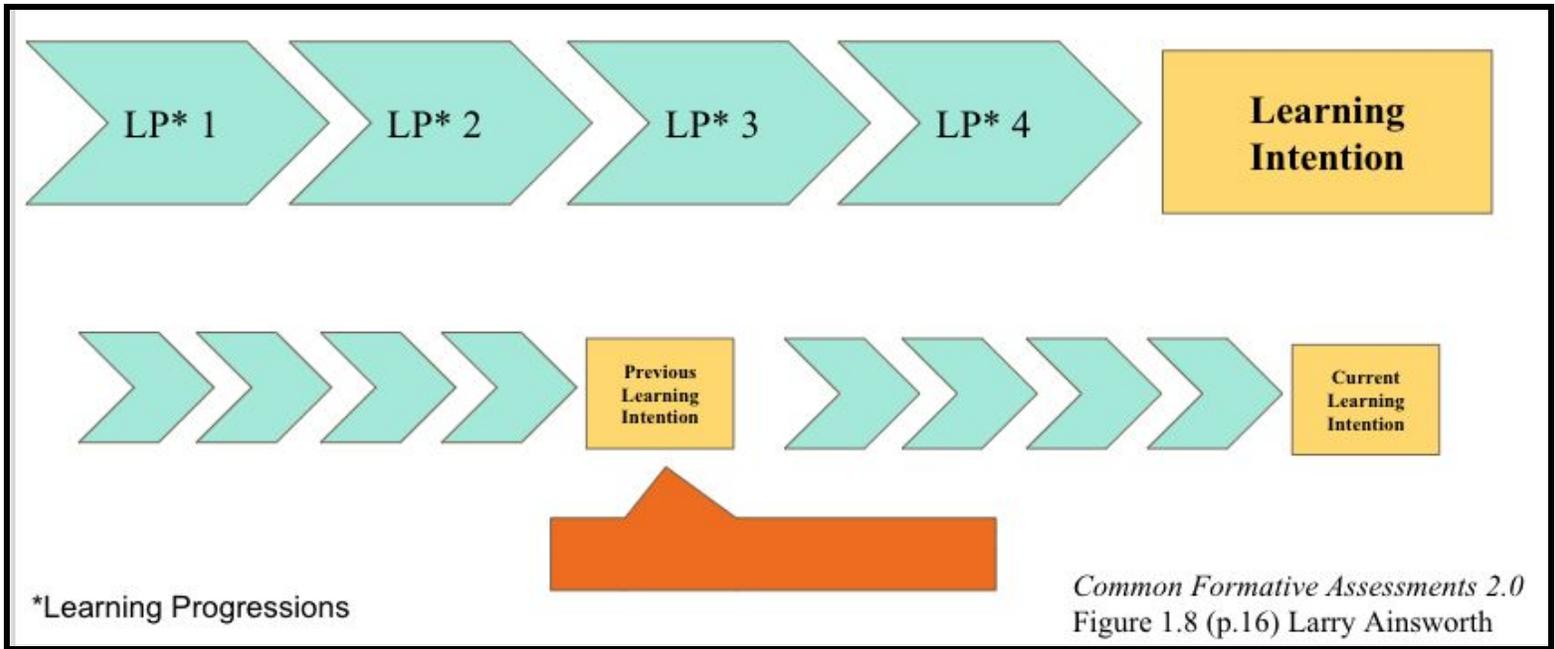
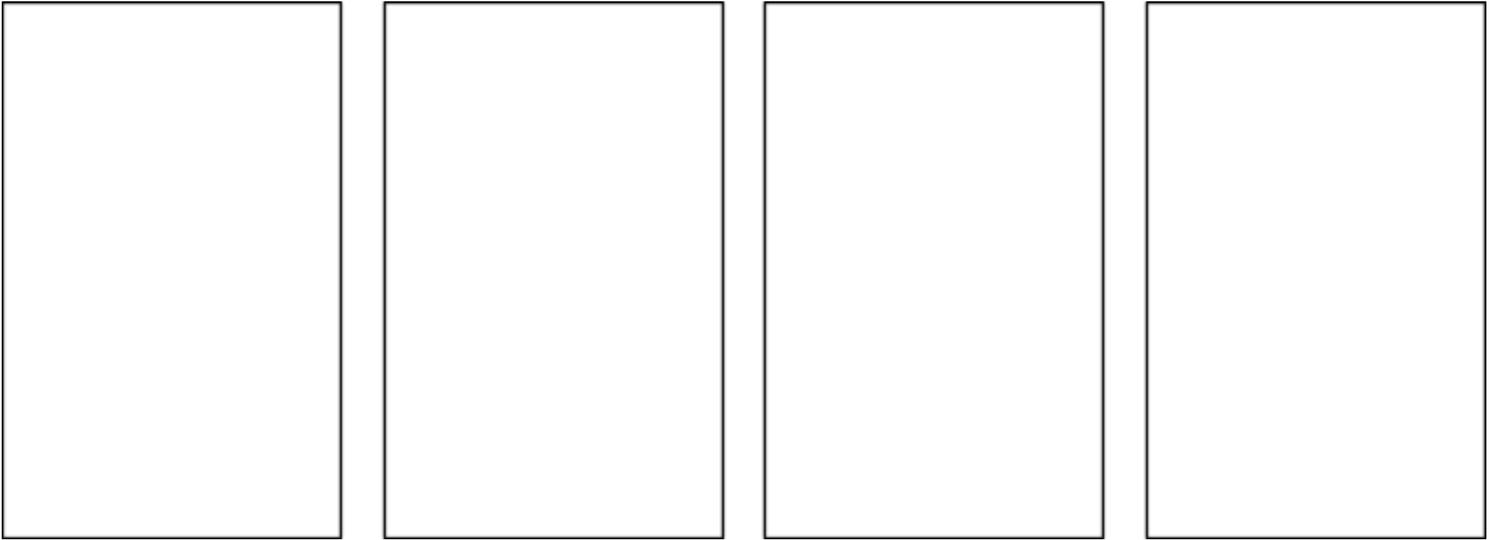
Objectives

- Address problems of practice associated with pre-assessment
- Connect background knowledge about learning progressions to the design of pre-assessments
- Increase awareness of resources and strategies for developing quality pre-assessments
- Provide an opportunity to ask and answer questions

Agenda:

- Welcome/Objectives
- Mirrored vs. Aligned
- Writing a Pre-assessment
- Guided Practice
- Partner Practice
- Debrief
- Reflection/Closing

Pre/Post Test	
Mirrored	Aligned



Post test as a guide...

Be Great!

Be Terrible!

Step 1: Plan and Prepare Instruction

CHOOSE PRIORITY STANDARD(S)

- RL.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.
- RL.3 Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

Mark the standard type/s	Knowl dge	R L 2 R L 3	Reasoni ng	Performance Skill	Product
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Deconstruct the Standard

List the nouns...	RL.2- theme, story, drama, poem, text, characters, topic RL.3- characters, settings, events, story, drama, details
Define nouns as needed...	Theme- an important belief about life the author trying to tell the reader
List the verbs...	RL.2- determine, respond, reflects, summarize RL.3- compare, contrast, drawing on
Define verb as needed...	Summarize- tell the most important ideas in a text, ignore irrelevant information, and integrate the central ideas in their own words

Identify Learning Targets

Knowledge Targets	Reasoning Targets	Performance Skill Targets	Product Targets
What must students know? What is the underpinning knowledge needed? RL2 I can identify the characters and the challenges they experience in a story or drama (Pre-req) I can identify the speaker and topic within a poem (Pre-req) RL3 I can define the terms compare and contrast (Pre-Req) I can describe the characters and settings using specific details from the text I can identify similarities of two or more characters or settings in a story or drama I can identify differences of two or more characters or settings in a story or drama	How are students using knowledge to solve a problem, make a decision, etc.? RL2 I can explain how characters in a story or drama respond to challenges I can explain how the speaker in a poem reflects upon a topic RL3 I can compare and contrast two or more characters or settings using specific details from a text	What must students be able to do? How are they using knowledge and reasoning to perform a task?	What are students asked to produce or create?

FEEDBACK PAGE

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One thing I want to remember:

One question I still have:

After today, I feel



because...