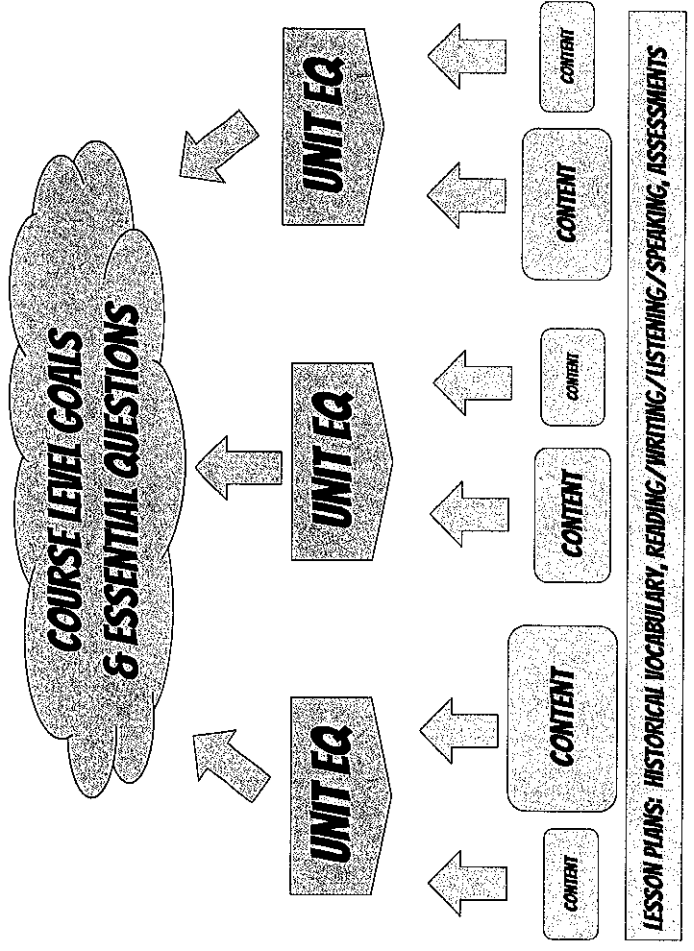


HOW CAN I PLAN MORE EFFECTIVELY?

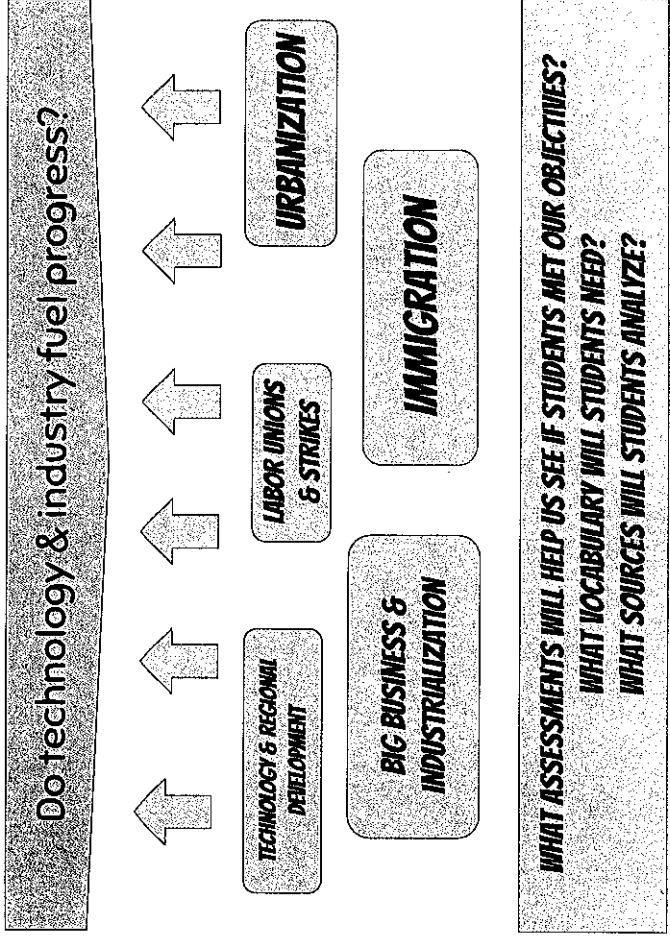
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OUR OBJECTIVES

1. Establish a common language
2. Participate in an engagement strategy (Gallery Walk)
3. Practice using inquiry-driven planning tools
4. Review a sample unit-in-progress



Curriculum Map

Content Area: _____ Grade Level: _____

Unit Title	Main Topics	Assessments/Projects	Texts	Essential Vocabulary

Guideposts to Historical Thinking

Historical Significance *How do we decide what is important to learn about the past?*

- Guidepost 1** Events, people, or developments have historical significance if they **resulted in change**. That is, they had deep consequences, for many people, over a long period of time.
- Guidepost 2** Events, people, or developments have historical significance if they are **revealing**. That is, they shed light on enduring or emerging issues in history or contemporary life.
- Guidepost 3** Historical significance is **constructed**. That is, events, people, and developments meet the criteria for historical significance only when they are shown to occupy a **meaningful place in a narrative**.
- Guidepost 4** Historical significance varies over time and from group to group.

Evidence *How do we know what we know about the past?*

- Guidepost 1** History is **interpretation** based on **inferences** made from primary sources. Primary sources can be accounts, but they can also be traces, relics, or records.
- Guidepost 2** Asking **good questions** about a source can turn it into evidence.
- Guidepost 3** Sourcing often begins before a source is read, with questions about **who** created it and **when** it was created. It involves inferring from the source the author's or creator's **purposes, values, and worldview**, either conscious or unconscious.
- Guidepost 4** A source should be analyzed in relation to the **context of its historical setting**: the conditions and worldviews prevalent at the time in question.
- Guidepost 5** Inferences made from a source can never stand alone. They should always be **corroborated**—checked against other sources (primary or secondary).

Continuity and Change *How can we make sense of the complex flows of history?*

- Guidepost 1** Continuity and change are **interwoven**: both can exist together. **Chronologies**—the sequencing of events—can be a good starting point.
- Guidepost 2** Change is a **process**, with varying paces and patterns. **Turning points** are moments when the process of change shifts in direction or pace.
- Guidepost 3** **Progress and decline** are broad evaluations of change over time. Depending on the impacts of change, progress for one people may be decline for another.
- Guidepost 4** **Periodization** helps us organize our thinking about continuity and change. It is a process of interpretation, by which we decide which events or developments constitute a period of history.

Cause and Consequence *Why do events happen, and what are their impacts?*

- Guidepost 1** Change is driven by **multiple causes**, and results in **multiple consequences**. These create a complex web of interrelated short-term and long-term causes and consequences.
- Guidepost 2** The **causes** that lead to a particular historical event **vary in their influence**, with some being more important than others.
- Guidepost 3** Events result from the interplay of two types of factors: (1) **historical actors**, who are people (individuals or groups) who take actions that cause historical events, and (2) the **social, political, economic, and cultural conditions** within which the actors operate.
- Guidepost 4** Historical actors cannot always predict the effect of conditions, opposing actions, and unforeseen reactions. These have the effect of generating **unintended consequences**.
- Guidepost 5** The events of history were **not inevitable**, any more than those of the future are. Alter a single action or condition, and an event might have turned out differently.

Historical Perspectives *How can we better understand the people of the past?*

- Guidepost 1** An ocean of **difference** can lie between current **worldviews** (beliefs, values, and motivations) and those of earlier periods of history.
- Guidepost 2** It is important to avoid **presentism**—the imposition of present ideas on actors in the past. Nonetheless, cautious reference to universal human experience can help us relate to the experiences of historical actors.
- Guidepost 3** The perspectives of historical actors are best understood by considering their **historical context**.
- Guidepost 4** Taking the perspective of historical actors means inferring how people felt and thought in the past. It does **not mean identifying** with those actors. Valid inferences are those based on **evidence**.
- Guidepost 5** Different historical actors have **diverse perspectives** on the events in which they are involved. Exploring these is key to understanding historical events.

The Ethical Dimension *How can history help us to live in the present?*

- Guidepost 1** Authors make **implicit or explicit** ethical judgments in writing historical narratives.
- Guidepost 2** Reasoned ethical judgments of past actions are made by taking into account the **historical context** of the actors in question.
- Guidepost 3** When making ethical judgments, it is important to be **cautious about imposing contemporary standards** of right and wrong on the past.
- Guidepost 4** A fair assessment of the ethical implications of history can inform us of our **responsibilities to remember and respond** to contributions, sacrifices, and injustices of the past.
- Guidepost 5** Our understanding of history can help us make **informed judgments** about contemporary issues, but only when we **recognize the limitations** of any direct “lessons” from the past.

53 WAYS

#BESTWEEK

To Check for Understanding

1. Summary Poem Activity:
 - List 10 key words from an assigned text.
 - Do a free verse poem with the words you highlighted.
 - Write a summary of the reading based on the words you highlighted.
2. Invent the Quiz
 - Write 10 higher-order text questions related to the content. Pick 2 and answer them in half a page.
3. The 411
 - Describe the author's objective.
4. Opinion Chart
 - List opinions about the content in one half of a T-chart, and support your opinions in the right column.
5. So What? Journal
 - Identify the main idea of the lesson. Why is it important?
6. Rate Understanding
7. Clickers (Response System)
8. Teacher Observation Checklist
9. Explaining
 - Explain the main idea using an analogy.
10. Evaluate
 - What is the author's main point? What are the arguments for and against this idea?
11. Describe
 - What are the important characteristics or features of the main concept or idea of the reading?
12. Define
 - Pick out an important word or phrase that the author introduces. What does this word or phrase mean?
13. Compare & Contrast
 - Identify the theory or idea the author is advancing. Then identify an opposite theory. What are the similarities and differences between these ideas?
14. Question Stems
 - I believe that _____ because _____.
 - I am confused by _____.
15. Mind Map
 - Create a mind map that represents a concept using a diagram-making tool (like Gliffy). Provide your teacher / classmates with the link to your mind map.
16. Intrigue Journal
 - List the five most interesting, controversial, or resonant ideas you found in the readings. Include page #s and a short rationale (100 words) for your selection.
17. Advertisement
 - Create an ad, with visuals and text, for the newly learned concept.
18. 5 Words
 - What 5 words would you use to describe _____? Explain and justify your choices.
19. Muddy Moment
 - What frustrates and confuses you about the text? Why?
20. Collage
 - Create a collage around the lesson's themes. Explain your choices in one paragraph.
21. Letter
 - Explain _____ in a letter to your best friend.
22. Talk Show Panel
 - Have a cast of experts debate the finer points of _____.
23. Study Guide
 - What are the main topics, supporting details, important person's contributions, terms, and definitions?
24. Illustration
 - Draw a picture that illustrates a relationship between terms in the text. Explain in one paragraph your visual representation.
25. KWL Chart
 - What do you know, what do you want to know, and what have you learned?
26. Sticky Notes Annotation
 - Use sticky notes to describe key passages that are notable or that you have questions about.
27. 3-2-1
 - 3 things you found out, 2 interesting things, and 1 question you still have.
28. Outline
 - Represent the organization of _____ by outlining it.

29. Anticipation Guide

- Establish a purpose for reading and create post-reading reflections and discussion.

30. Simile

- What we learned today is like _____.

31. The Minute Paper

- In 1 minute, describe the most meaningful thing you've learned.

32. Interview You

- You're the guest expert on *60 Minutes*. Answer:
 - 1) What are component parts of _____?
 - 2) Why does this topic matter?

33. Double Entry Notebook

- Create a two-column table. Use the left column to write down 5–8 important quotations. Use the right column to record reactions to the quotations.

34. Comic Book

- Use a comic book creation tool like Bitstrips to represent understanding.

35. Tagxedo

- What are key words that express the main ideas? Be ready to discuss and explain.

36. Classroom TED Talk

37. Podcast

- Play the part of a content expert and discuss content-related issues on a podcast, using the free Easypodcast.

38. Create a Multimedia Poster

39. Twitter Post

- Define _____ in under 140 characters.

40. Explain Your Solution

- Describe how you solved an academic solution step-by-step.

41. Dramatic Interpretation

- Dramatize a critical scene from a complex narrative.

42. Ballad

- Summarize a narrative that employs a poem or song structure that using short stanzas.

43. Pamphlet

- Describe the key features of _____ in a visually and textually compelling pamphlet.

44. Study Guide

- Create a study guide that outlines main ideas.

45. Bio Poem

- To describe a character or a person, write a poem that includes:

Line 1) First Name

Line 2) 3–4 adjectives that describe the person

Line 3) Important relationship

Line 4) 2–3 things, people, or ideas that the person loved

Line 5) 3 feelings the person experienced

Line 6) 3 fears the person experienced

Line 7) Accomplishments

Line 8) 2–3 things the person wanted to see happen or wanted to experience

Line 9) His or her residence

Line 10) Last name

46. Sketch

- Visually represent new knowledge.

47. Top 10 List

- What are the most important takeaways, written with humor?

48. Color Cards

- Red = Stop, I need help.
- Green = Keep going, I understand.
- Yellow = I'm a little confused.

49. Quickwrite

- Without stopping, write what most confuses you.

50. Conference

- A short, focused discussion between the teacher and student.

51. Debrief

- Reflect immediately after an activity.

52. Exit Slip

- Have students reflect on lessons learned during class.

53. Misconception Check

- Given a common misconception about a topic, students explain why they agree or disagree with it.

Historical Thinking Skills Primer

History is an account of the past.	Accounts differ depending on one's perspective.	We rely on evidence to construct accounts of the past.	We must question the reliability of each piece of evidence.	Any single piece of evidence is insufficient to build a plausible account.
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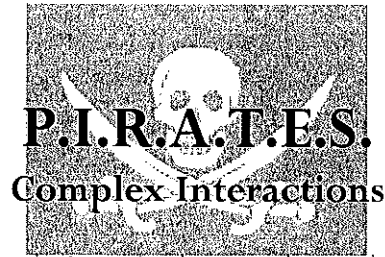
SPIKE	Society	Power	Interactions	Knowledge	Economics
Themes	Individual and Society	States and Other Institutions of Power	Interaction with the Rest of the World	Objective Knowledge and Subjective Visions	Poverty and Prosperity

BASIC Historical Thinking Skills	Sourcing	Contextualization	Close Reading	Corroboration (Comparison)
	<ul style="list-style-type: none"> Who made this? When? Where? Why? What is the author's point of view? Is it reliable? 	<ul style="list-style-type: none"> When and where was it created? What significant events were happening then? 	<ul style="list-style-type: none"> What exact claims does the author make? What evidence is used? How does the document's tone indicate point of view? 	<ul style="list-style-type: none"> What do the other sources say? What other possible sources are missing? Which evidence is most reliable?

ADVANCED Historical Thinking Skills	Chronological Reasoning		Crafting Arguments		Interpretation & Synthesis	
	Causation <ul style="list-style-type: none"> What are the long and/or short-term causes of this topic? 	Continuity and Change Over Time <ul style="list-style-type: none"> Where have you seen this before? What has changed, related to historical themes? 	Periodization <ul style="list-style-type: none"> How does this topic fit in a specific historical time period? Are there other ways to organize the time periods? 	Argumentation <ul style="list-style-type: none"> State a clear and compelling thesis that reflects multiple pieces of evidence and perspectives. 	Using Evidence <ul style="list-style-type: none"> Support the thesis with evidence. Frame the evidence around an historical thinking skill. 	Interpretation <ul style="list-style-type: none"> Does the author support the argument with evidence? What is the author's point of view?

HIPPOS Document Analysis	Historical context	Intended Audience	Purpose	Point of view	Outside information	Synthesis
	What else was happening then? when/where	Who is intend to hear the work?	Explain the author's purpose. Use evidence from the document.	What caused the author to have a certain perspective?	Relate this author's ideas to other people (similar or different).	Connect the author's argument and its significance to other events in history.

Missouri Council for History Education 2015



Studying history requires that we analyze the complex interactions between cultures and then evaluate the events and processes that occur. To help you do all of this, the acronym PIRATES will guide you in identifying the seven themes or lenses through which we can look at history.

<i>Theme</i>	<i>Definition</i>	<i>Questions to Ask</i>
P – Politics	- how people govern themselves; how power is achieved and used to create and implement public goal	<ul style="list-style-type: none"> - Who leads/rules and how are they chosen? - What is the role of the citizen? - Who has authority? - Who gets to make the laws, and for what purpose? - What is a state? What is sovereignty? - How do states relate to each other?
I – Intellect	<ul style="list-style-type: none"> - what humans think (philosophy) - how academics influence people 	<ul style="list-style-type: none"> - What motivates people? - How do ideas affect how the world is seen? - How is education seen and does it affect people?
R – Religion	- how humans relate to the divine	<ul style="list-style-type: none"> - What beliefs in divinity and/or the afterlife motivate people? - How do these beliefs contribute to their ethical behavior? To other types of behavior? - What rituals do people use to express their connection to the supernatural?
A – Artistic	- how humans create beauty and express their thoughts and emotions through visuals, words, music, or performance	<ul style="list-style-type: none"> - What is beauty? - How does a society express beauty? - How does a society react to various forms of expression of beauty?
T – Technology	- how humans make tools to make their life easier	<ul style="list-style-type: none"> - How does technology affect the way people interact? - How does technology influence social structure?
E – Economics	- how humans use resources to make a living; the study of how humans try to satisfy unlimited wants & needs with limited resources	<ul style="list-style-type: none"> - What goods and services are produced? - How are they produced (technology)? - Who gets goods and services? - What tools are needed? - What is wealth and how is it distributed? How are people divided into economic classes?
S – Social Structure	- how people live on a daily basis (individual/local/global)	<ul style="list-style-type: none"> - What is the family like? - What other social groups exist within the culture? - food, dress, homes, recreation, education - How are people divided into social classes? - How do different groups behave? - How do they relate or interact with each other?

Gallery Walk
Industrialization, Urbanization, & the Gilded Age

1. For each station, do the following:
 - 1) I see (observations)
 - 2) I feel... (feelings)
 - 3) I wonder... (questions)
2. Give each station a TITLE. What do the documents have in common?
3. Identify key vocabulary from PIRATES that relate to the station.

<i>Station 1</i>	<i>Station 2</i>
<i>Station 3</i>	<i>Station 4</i>
<i>Station 5</i>	<i>Station 6</i>

Question Creation Chart (Q Chart)

Directions: Create questions by using one word from the left hand column and one word from the top row. The farther down and to the right you go, the more complex and high-level the questions.

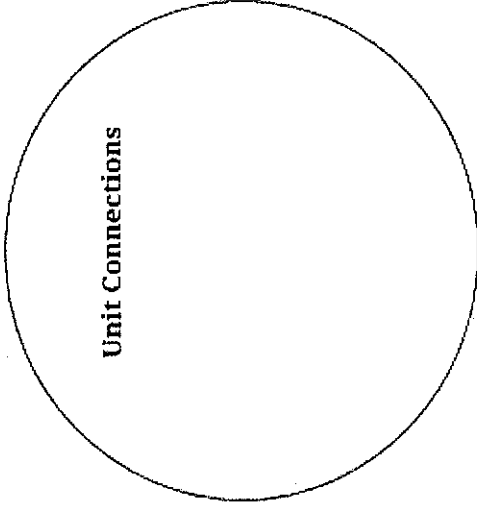
	Is	Did	Can	Would	Will	Might
Who						
What						
Where						
When						
How						
Why						

Course Question:

Last Unit:

Current Unit:

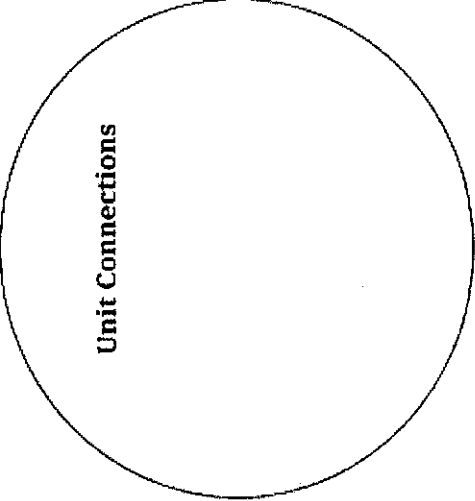
Next Unit:



Unit Essential Question:

Disciplinary Skills:

Teaching Thesis:

Course Question:		
Last Unit:	Current Unit:	Next Unit:
 <p>Unit Connections</p>		
Unit Essential Question:	Disciplinary Skills:	
Teaching Thesis:		

Inquiry Design Model (IDM)—At a Glance™

Compelling Question	Compelling questions address issues found in and across the academic disciplines that make up social studies. Compelling questions reflect the interests of students <i>and</i> the curriculum and content with which students might have little experience. <i>Example: Was the American Revolution revolutionary?</i>		
Standards and Practices	The key standard (1-2) that is the foundation for the inquiry. <i>Example: Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past (D2.His.16.9-12).</i>		
Staging the Question	Staging the question activities introduce students to the ideas behind the compelling question in order to generate curiosity in the topic. <i>Example: Discuss the question of how much change must occur for something to be considered revolutionary.</i>		
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Supporting questions are intended to contribute knowledge and insights to the inquiry behind a compelling question. Supporting questions focus on descriptions, definitions, and processes about which there is general agreement within the social studies disciplines, which will assist students to construct explanations that advance the inquiry. Typically, there are 3-4 supporting questions that help to scaffold the compelling question. <i>Example: What were the political changes that resulted from the American Revolution?</i>			
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Formative Performance Tasks are activities designed to help students practice the skills and acquire the content needed to perform well on the summative task. These tasks are built around the supporting questions and are intended to grow in sophistication across the tasks. The performance tasks threaded throughout the inquiry provide teachers multiple opportunities to evaluate what students know and are able to do so that teachers have a steady loop of data to inform his/her instructional decision-making. <i>Example: Write a paragraph that compares the political rights of white, black, and Native American men and women before and after the American Revolution.</i>			
Featured Sources	Featured Sources	Featured Sources	
Each Formative Performance Task should have 1-3 disciplinary sources to help students build their understandings of the compelling and supporting questions and to practice the work of historians and social scientists. To that end, sources can be used toward three distinct, but mutually reinforcing purposes: a) to generate students' curiosity and interest in the topic, b) to build students' content knowledge, and c) to help students construct and support their arguments related to a compelling question. <i>Example: Abigail Adams letter to John Adams (1776).</i>			
Summative Performance Task	Argument	Each inquiry ends with students constructing an argument (e.g., detailed outline, drawing, essay) that addresses the compelling question using specific claims and relevant evidence from sources while acknowledging competing views. <i>Example: Construct a written argument that addresses the compelling question using specific claims and relevant evidence from historical sources while acknowledging competing views.</i>	
	Extension	An extension activity offers an optional task that might be used in place of the Summative Performance Task. <i>Example: Create a three-part chart detailing the social, economic, and political changes that may or may not have occurred as a result of the American Revolution.</i>	
Taking Informed Action	The three activities described in this space represent a logic that asks students to a) <i>understand</i> the issues evident from the inquiry in a larger and/or current context, b) <i>assess</i> the relevance and impact of the issues, and c) <i>act</i> in ways that allow students to demonstrate agency in a real-world context. <i>Example: Understand--Research a proposed tax in the United States. Assess--Examine the benefits and disadvantaged to the proposed tax. Act--Write a letter to the newspaper editor that outlines support or opposition to the proposed tax.</i>		

Inquiry Design Model (IDM) Blueprint™

Compelling Question			
Standards and Practices			
Staging the Question			
Supporting Question 1	Supporting Question 2	Supporting Question 3	
Formative Performance Task	Formative Performance Task	Formative Performance Task	
Featured Sources	Featured Sources	Featured Sources	
Summative Performance Task	Argument		
	Extension		
Taking Informed Action			

Did Reconstruction uphold democratic ideals?

California Social Studies Framework Key Idea & Practices	<p>11.1.2 - Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting of the Constitution, and the addition of the Bill of Rights.</p> <p>11.1.4 - Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.</p>
Staging the Compelling Question	

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How does the U.S. Constitution protect & limit power? (1-3 days)	What problems was the Civil War fought over? (1-2 days)	What solutions were proposed during Reconstruction? (1 day)	To what extent were the solutions successful? (2-3 days)
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
<p><i>Three branches</i> <i>Separation of powers</i> <i>Bill of Rights (scenarios)</i></p> <p>Annotate current event article.</p> <p>Identify relevant amendment(s)/constitutional issues.</p> <p>In a paragraph, explain the connection to or impact on individuals. Provide commentary to take a stance on the issue.</p>	<p><i>Racism</i> <i>Abolition</i> <i>Union v. Confederacy</i></p> <p>Compare North and South with regards to:</p> <ul style="list-style-type: none"> ● Position on slavery ● Economy ● Federalism <p>Gallery Walk</p> <ul style="list-style-type: none"> ● ID factor/stance ● Explain who has the advantage ● Graphic Organizer 	<p><i>Presidential Reconstruction</i> <i>Congressional Reconstruction</i> <i>Radical Reconstruction</i> <i>Southern opposition</i></p> <p>Predict what plan would be most effective in solving problems after the Civil War. Write a short response identifying the plan and at least one piece of historical evidence to support the response.</p>	<p><i>13th, 14th, & 15th</i> <i>Ku Klux Klan</i> <i>Freedman's Bureau</i> <i>Sharecropping</i></p> <p>Thesis Statement for DBQ</p> <p>Read secondary source and evaluate interpretation regarding democratic ideals and Reconstruction.</p>
Featured Sources	Featured Sources	Featured Sources	Featured Sources
<p>Source A: Bill of Rights Source B: News article</p>	<p>Source A: Population Map Source B: Confederate Flag Source C: 13th Amendment Source D: Images of slavery Source E: Political cartoon Source F: Dred Scott Source G: Economic Map</p>		<p>DBQ Secondary source options:</p> <ul style="list-style-type: none"> ● Foner on Reconstruction ● <i>The New Jim Crow</i>

11th Grade World War II Inquiry

How did America's role as a world power change between 1898 & 1928?

California Social Studies Framework Key Idea & Practices	11.4.5: Explain Roosevelt's Big Stick diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, 11.4.6: Analyze the political, social, and economic ramifications of World War I on the homefront.
Staging the Compelling Question	Use Frayer Model to review the terms <i>imperialism</i> and <i>colonization</i> . Provide students with a list of justifications used to defend imperialism and allow them to define the justification and recall any examples learned during World History. Analyze a political cartoon that depicts imperialism.

<p>Supporting Question 1</p> <p>How did various Presidents (McKinley, Roosevelt, Taft, & Wilson) apply imperialism differently?</p>	<p>Supporting Question 2</p> <p>What caused the United States to shift away from isolationism to enter World War I?</p>	<p>Supporting Question 3</p> <p>How did propaganda shape the image people had about America during World War I?</p>	<p>Supporting Question 4</p> <p>Why did the United States avoid joining the League of Nations?</p>
<p>Formative Performance Task</p> <p>Complete the comparison graphic organizer for TWO political cartoons about presidential imperialism.</p> <p>Write a paragraph that compares the following: 1) point of view; 2) message; and 3) rhetorical devices.</p>	<p>Formative Performance Task</p> <p>Participate in a small group/class discussion about the causes for America's entrance into World War I.</p> <p>Teachers may use TWPS activity by comparing the two arguments.</p>	<p>Formative Performance Task</p> <p>Complete a HAPPY analysis chart for ONE political cartoon.</p> <p>Write a paragraph explaining the following: 1) purpose of the propaganda poster; 2) depiction of American ideals; 3) rhetorical devices.</p>	<p>Formative Performance Task</p> <p>Color a map and describe the changes as a result of the Treaty of Versailles on borders in Europe.</p> <p>Answer questions about the consequences of World War I and Wilson's 14 Points.</p>
<p>Featured Sources</p> <p>Source A: Image bank. Political cartoons.</p>	<p>Featured Sources</p> <p>Source A: Woodrow Wilson's speech before Congress, April 2, 1917</p> <p>Source B: Senator George B Norris' speech before Senate, April 4, 1917</p>	<p>Featured Sources</p> <p>Source A: Docs Teach Activity (National Archive)</p> <p>Source B: Image bank. Propaganda posters.</p> <p>Source C: Propaganda techniques</p>	<p>Featured Sources</p> <p>Source A: Map of Europe before & after World War I</p> <p>Source B: Consequence of World War I</p>

Summative Performance Task	ARGUMENT Evaluate how the role of the United States as a world power changed between 1898 and 1918.
	EXTENSION Analyze anti-imperialist arguments and reasons the US did not join the League of Nations.
Taking Informed Action	UNDERSTAND The way countries justify expansionism and imperialism across the world.
	ASSESS The effects of imperialism on the colonized the resistances against colonial rule after World War I.
	ACT Read about contemporary resistances for self-determination.

PART 3: LESSON TOPICS

Lesson topics:

- Cover key content within the larger unit/concept/issue/theme.
- Are standards based.
- Are needed in order to answer the lesson or unit task.
- Drive choices of content materials including primary, secondary sources.

LESSON TOPICS	CONNECTION TO THEME/ACTIVITY PLAN

PART 4: LITERACY STRATEGIES/HISTORICAL THINKING

LITERACY STRATEGIES

- Reading strategies
- Vocabulary strategies
- Writing prompts
- Writing strategies
- Discussion models

MODES OF HISTORICAL THINKING

- Significance
- Claims and evidence
- Continuity and change
- Cause and consequence
- Periodization

LESSON TOPIC	LITERACY STRATEGIES	HISTORICAL THINKING

Analyzing Student Work

Realizing that our rubric is in its first draft and will be expanded and more detailed for the next task, use it as a holistic way of assessing student work.

BEFORE MEETING

1. Review your students' work and grade/assess it based upon the measures defined by the content area group.
2. Choose two student work examples from each level (Proficient, Emergent, and Basic) to bring to the meeting.
3. Please block out student names so that any identifying information is not visible.
4. It is recommended that there are no grades on the assessment so that discussions can take place as interpretations of the rubric and student-work come about.

FACILITATED DISCUSSION

Materials needed:

- Student work samples
- Copies of performance task and rubric
- Poster paper (labeled with each level of performance)
- Tape
- Markers
- Sticky notes
- Timer

Tape the examples of student work on the appropriate poster located in the room.

ROUND 1: Describing the student work (10 minutes)

In groups of 2-3, complete a gallery walk to read and observe the example(s) of student work. Make objective descriptions about the example and add them to the poster or sticky notes provided. Avoid judgment about quality or interpretations it or the student.

- "The student referred to the documents provided."
- "The student's thesis addresses all parts of the prompt."
- "The student included her opinion in the concluding paragraph."

ROUND 2: Interpreting the student work (10 minutes)

Continue with the gallery walk structure and based on the observations, make inferences and interpretations about what you see in the student work. Try and determine what students were thinking as they completed the task.

- What the student does and does not understand
- How the student interpreted the assignment
- What characteristics/qualities do the examples in each category share
- What characteristics/qualities do the examples lack as the score increases
- What did I hear students say *during* the task

ROUND 3: Norming grading practice (10 minutes)

With participants sitting in a circle, discuss the ways in which decisions were made about grading particular parts of the task. Refer back to examples of student work and consider looking at some more closely if necessary.

- What parts of the task were easiest to assess/difficult to assess
- What parts of the task were not clear
- What parts of the rubric were not clear
- Do we agree on the grades the student examples received

ROUND 4: Implications for classroom practice (15 minutes)

With participants sitting in a circle and one person taking notes on poster paper, use the observations and interpretations to determine how this task could be improved and how students could be supported more.

- What teaching strategies would be most effective?
- What scaffolding do students need *before* the task?
- What kinds of assignments could prepare students for this task?

ROUND 5: Reflection on the process (10 minutes)

With participants, share thoughts on the process of giving the task, reviewing student work, and discussing the rubric. Consider what support and from whom in order to improve student performance.

- What are the strengths and weaknesses of the student work overall?
- What went well?
- What could be improved?
- What instructional support or strategies will help me teach this skill/content more effectively?