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## **ASSESSMENT**

### **PARCC RELATED WORKSHOPS CAN BE CUSTOMIZED TO MEET THE NEEDS OF YOUR DISTRICT**

State Standards. In addition, the PARCC consortium has provided blueprints, evidence tables and item guidelines for the assessment. This information enables teachers to follow a format to design classroom instruction and assessments that will support their students as they prepare to take the PARCC assessments.

#### **What Teachers Need to Know About the PARCC ELA Assessment**

These Common Core State Standards incorporate three shifts: (1) Knowledge-building through content-rich non-fiction and informational text in all content area classrooms. (2) Reading and writing grounded in evidence from text. (3) Regular practice with complex text and its academic vocabulary, and the PARCC consortium has incorporated these shifts in their assessment for all grade levels. In effort to help prepare students for success in taking this assessment, teachers need to craft their daily classroom instruction and assessments along similar lines. Participants will gain an understanding of the specifications and expectations of the PARCC ELA assessment.

Desired Outcomes:

#### **Aligning WIDA Model Performance Indicators to Common Core Standards to Prepare EL Students for PARCC Assessment**

Teachers will develop a multi-tiered task analysis aligned to Common Core State Standards to Prepare EL Students for PARCC Assessment.

Core State Standards and WIDA Model Performance Indicators (MPI); learning how to use the amplified WIDA MPI to plan lessons that will prepare EL students for the PARCC Assessment. The onsite staff development will train and coach all subject area teachers to analyze practical applications of strategies and techniques that will positively impact students' learning process through an engaging interactive hands-on approach.

#### **Developing Formative and Summative Assessments**

Assessment is an integral part of instruction because it determines whether or not the goals of education are being met. Assessments inspire us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?" The research on how to accomplish this effectively is clear: we need to embrace the principles of classroom assessment *for* learning (formative assessment), as well as classroom assessment of learning (summative assessment). In addition, we must provide students with frequent descriptive feedback and engage them in self-assessment, goal setting and communicating about their own learning. Join this workshop to gain an understanding of creating balanced assessments by integrating both formative and summative assessments seamlessly into instruction.

### **Guided Reading: Assessment Tools to Drive Instruction**

Teachers need assessment snapshots to inform their planning for small group instruction. This workshop will focus on user-friendly assessments designed to gather information during guided reading to expedite the grouping of students to meet their instructional needs. Examples of assessment tools such as teacher observations, student profiles, students' retellings, goal sheets, and students' self-assessments will also be examined. Participants will leave the session with materials that can be used with their own students.

### **Curriculum**

To be successful and effective, instructors suggest that this process be implemented at the school or district level, or with teacher teams. Please note that staff development will be provided as necessary in the process as teachers develop their literacy curriculum.

### **Developing ELA Units of Study for the Common Core State Standards**

The need for cohesive and comprehensive units of study that connect standards, instruction, and assessment is essential for the rigorous expectations of the Common Core State Standards. During this process teachers will be given a framework that includes the following components for each unit of curriculum:

- Develop Essential Questions
- Identify Common Core Standards addressed in unit
- List Resources
- Identify and Develop Literary and Informational Close Reads
- Identify Content Knowledge
- Identify Skills and Strategies
- Identify Tier II and Tier III Vocabulary Words
- Identify and Develop Integrated Writing Instruction and Products including the Research Process
- Identify Literary and Informational Extended Reads

### **Implementing a Developed and Comprehensive Writing Program**

The need for a cohesive and comprehensive writing program that develops the skill of writing from Pre-K to grade 12 in all content areas is essential for the rigorous expectations of the Common Core State Standards. This course will develop a vision of writing for all teachers in the building as well as provide them with a framework and strategies to teach writing to students using the content of their expertise.

Areas that may be focused on during this course include

- Developing all teachers as writers and teachers of writing
- Providing techniques to teachers to model writing for students
- Building motivation for writing in students
- Using immersion and applying anchor texts for models of writing to strengthen the connection between reading and writing
- Implementing effective Writer's Workshops and/or Writing Circles in all grade levels
- Identifying units of study in writing including
  - Argument
  - Informative/Explanatory
  - Narrative
  - Research
- Identifying and using evidence in informational and literary texts to support analysis
- Combining technology and publishing
- Teaching grammar, punctuation, and usage in the process of teaching writing as opposed to teaching skills in isolation
- Developing and implementing mini-lessons for teaching the craft of writing including voice
- Planning and using effective conferences with students
- Planning, creating, and implementing effective writing assessments
- Reviewing authors of writing instruction