

Deconstruct a Performance Task

Objective

- Deconstruct a mathematics performance task and identify the essential features using CCSS.

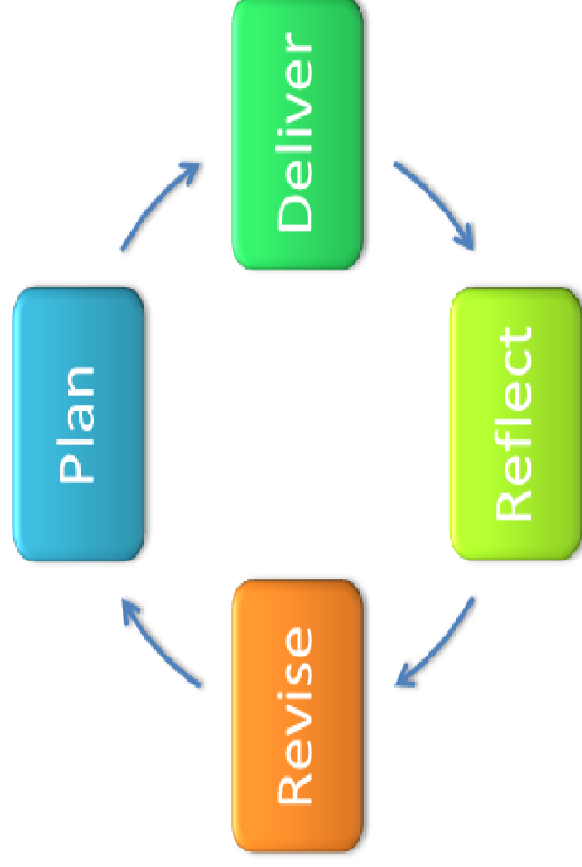


CCSS Connection

- The rigor of the **CCSS** demands a more **robust assessment**, and many of the current or traditional assessments will not be sufficient as **measurement tools**.



Formative Assessment Cycle



Teaching and Learning Framework

LAUSD TEACHING AND LEARNING FRAMEWORK 2013-2014 Focus Elements

STANDARD 1: PLANNING AND PREPARATION	STANDARD 2: CLASSROOM ENVIRONMENT	STANDARD 3: DELIVERY OF INSTRUCTION	STANDARD 4: ADDITIONAL PROFESSIONAL RESPONSIBILITIES
<p>a. Demonstrate Knowledge of Content and Pedagogy</p> <ol style="list-style-type: none"> 1. Knowledge of Content and the Structure of the Discipline 2. Knowledge of Content-Related Pedagogy <p>b. Demonstrating Knowledge of Students</p> <ol style="list-style-type: none"> 1. Awareness of Students' Skills, Knowledge, and Language Proficiency 2. Knowledge of How Children, Adolescents, and Adults Learn 3. Knowledge of Students' Special Needs 4. Knowledge of Students' Interests and Cultural Heritage <p>c. Establishing Instructional Outcomes</p> <ol style="list-style-type: none"> 1. Value, Sequence, Alignment, and Clarity 2. Suitability for Diverse Learners <p>d. Designing Coherent Instruction</p> <ol style="list-style-type: none"> 1. Standards-Based Learning Activities 2. Instructional Materials, Technology, and Resources 3. Purposeful Instructional Groups 4. Lesson and Unit Structure <p>e. Designing Student Assessment</p> <ol style="list-style-type: none"> 1. Align with Instructional Outcomes <ol style="list-style-type: none"> 2. Planning Assessment Criteria 3. Design of Formative Assessments 4. Analysis and Use of Assessment Data for Planning 	<p>a. Creating an Environment of Respect and Rapport</p> <ol style="list-style-type: none"> 1. Teacher Interaction with Students 2. Student Interactions with One Another <p>b. Establishing a Culture for Learning</p> <ol style="list-style-type: none"> 1. Importance of the Content 2. Expectations for Learning and Achievement 3. Student Ownership of their Work 4. Physical Environment <p>c. Managing Classroom Procedures</p> <ol style="list-style-type: none"> 1. Management of Routines, Procedures, and Transitions 2. Management of Materials and Supplies 3. Performance of Non-Instructional Duties 4. Management of Parents, Leaders, other Volunteers, and Professionals <p>d. Managing Student Behavior</p> <ol style="list-style-type: none"> 1. Expectations for Behavior 2. Monitoring and Responding to Student Behavior 	<p>a. Communicating with Students</p> <ol style="list-style-type: none"> 1. Conventions of the Language 2. Discourse and Proxemics 3. Delivery of Content 4. Use of Academic Language <p>b. Using Questioning and Discussion Techniques</p> <ol style="list-style-type: none"> 1. Quality and Purpose of Questions 2. Discussion Techniques for Student Participation <p>c. Students Engage in Learning</p> <ol style="list-style-type: none"> 1. Strategies for Projects, Assignments, and Assessments 2. Purposeful and Productive Instructional Groups <p>d. Use of Available Instructional Materials, Technology, and Services</p> <ol style="list-style-type: none"> 1. Use of Available Instructional Materials, Technology, and Services 2. Monitoring and Pacing <p>e. Using Assessment in Instruction to Advance Student Learning</p> <ol style="list-style-type: none"> 1. Assessment Criteria 2. Monitoring of Student Learning 3. Response to Students 4. Student Self-Assessment and Monitoring of Progress <p>f. Demonstrating Flexibility and Responsiveness</p> <ol style="list-style-type: none"> 1. Responses and Adjustments to Meet Student Needs 2. Persistence 	<p>a. Maintaining Accurate Records</p> <ol style="list-style-type: none"> 1. Track Progress Towards Identified Learning Outcomes 2. Track Completion of Student Assignments in Support of Student Learning 3. Manage Non-Instructional Records 4. Submit Records on Time <p>b. Communicating with Families</p> <ol style="list-style-type: none"> 1. Information About the Instructional Program 2. Information About Individual Students 3. Engagement of Families in the Instructional Program <p>c. Demonstrating Professionalism</p> <ol style="list-style-type: none"> 1. Ethical Conduct and Compliance with School, District, State, and Federal Regulations 2. Advocacy Intervention for Students 3. Decision-Making

Highlighted elements are identified as the Focus Elements for the 2013 - 2014 School Year.

Instructional Focus Elements:

3b1. Quality and Purpose of Questions

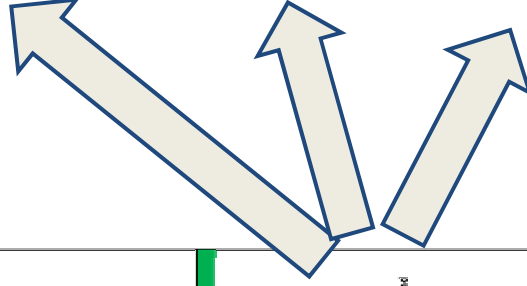
Questions are designed to challenge students and elicit high-level thinking

3b2. Discussion Techniques and Student Participation

Techniques are used to ensure that all students share their thinking around challenging questions

3c1. Standards-Based Projects, Activities and Assignments

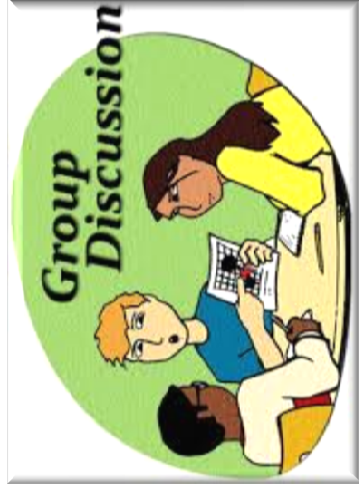
Standards-aligned learning activities cognitively engage students in the lesson.



Deconstructing A Performance Task

1. What do the students need to do in each part of this task?
2. What do students have to know in order to engage in the task?
3. What CCSS-M Standards is this task assessing? How does it build on previous grade level standard? How will the next grade level build on the standard?
4. What CCSS-M Practices are engaging in the Math Practices in the task.





5. What teaching strategies will be needed to prepare students, including English Language Learners and Students with Disabilities, for a performance task?

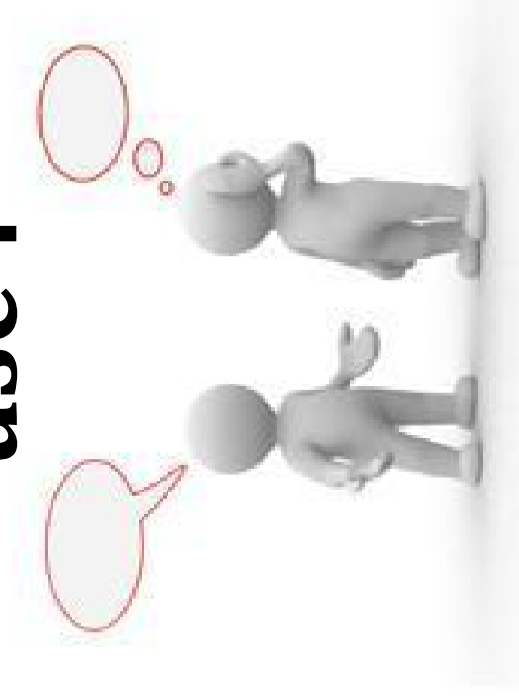
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English Learner Guiding Principles

1. English Learners (ELs) are held to the **same high expectations** of learning established for all students.
2. ELs develop **full receptive and productive** proficiencies in English in the domains of **listening, speaking, reading & writing**.
3. ELs are **taught challenging academic content** that enables them to meet performance standards in all content areas.
4. ELs receive **instruction** that **builds** on their previous education and **cognitive abilities** and that **reflects their language proficiency levels**.
5. ELs are **evaluated with appropriate and valid assessments** that are aligned to state and local standards and that **take into account the language development stages & cultural backgrounds** of the students.

Where can I find Resources to

use ?



<http://map.mathshell.org/materials/tasks.php>