GettingtoProficiency.org

Helping Maine Graduate Every Student Prepared

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CON	TENT AREA: Writing	STANDARD/ST	RAND: Research	
STEF	P: 6	MEASUREMENT TOPIC: Research Process		
4.0	In addition to the 3.0 knowledge, infers or applies beyond what was taught	Taxonomy Level	4.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:	
\triangle	Proficiency Level		Sample Assessments	
3.0	No major errors or gaps in the following TARGETED, COMPLEX ideas and processes Is skilled at conducting a short research project to answer a question, drawing on	Taxonomy Level	3.0 ASSESSMENT ITEMS: 4s a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to: Represent information of a short research	
	several sources and refocusing the inquiry when appropriate Learning Target 1	COMPREHENSION (SYMBOLIZING)	project, using several sources (representation can be oral, visual, written). As part of the research project:	
	Is skilled at quoting or paraphrasing the conclusions of others while avoiding plagiarism Learning Target 2	Marzano's	Explain if the inquiry needed to be refined Explain ways in which quotes or paraphrasing were used to avoid	
	Is skilled at providing basic bibliographic information Learning Target 3	Taxonomy	plagiarism Provide a list of the sources used in the short research project, in a basic bibliographic format	
2.0	No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes	Taxonomy Level RETRIEVAL (EXECUTING)	2.0 ASSESSMENT ITEMS: As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:	
	Knows the terms: plagiarism, bibliography Understand, as a result of new knowledge, the question may be refined		Define the terms: plagiarism, bibliography Show examples of how new knowledge may lea to the research question being refined	
	Knows how to use a standard format for bibliographic citations		Demonstrate how to cite a source in a standard, bibliographic format	
	Foundatio	nal knowledge		
1.0	With helphas the 2.0 content required to		N/A	
0.0	Even with helpdoes not have the 2.0 content		N/A	

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Taxonomy (RSU 2 & Maine Cohort for Customized Learning)								
	Level of Difficulty		Useful Verbs, Phrases, Definitions					
ı			Generate and test a hypothesis using assertions and opinions					
	Knowledge Utilization	Investigating	+How did this happen -What would have happened if -Investigate -Why did this happen -Find out about -Research					
		Experimenting	Generate and test a hypothesis using data collection					
1			*Test the idea that *Based on what can be predicted *What would happen if					
		Problem Solving	Accomplish a goal for which obstacles exist					
			Solve How would you overcome How will you reach your Pevelop a strategy Figure out a way goal under these conditions					
l		Decision Making	Use information to make a decision					
7			- Decide - What is the best way - Select the best alternatives - Which of these is most suitable					
		Invention	Develop a unique product/process that fulfills a perceived need					
			Create					
Ī		Deductive	Identify logical conclusions or predictions of information					
		Reasoning	Make and defend Predict What would have to happen Develop an argument for					
		Inductive	Infer new generalizations from known new knowledge					
		Reasoning	Infer Create a rule Create a rule What inferences can be made What conclusions can be drawn					
		Constructing	Build support for assertions or statements					
		Support	Take a position on Defend your position on					
	Analysis	Analyzing Perspectives	Identify reasons/logic for multiple perspectives on an issue					
			Analyze the perspective of Explain the reasons behind Identify the logic behind Explain why someone might think					
		Analyzing Errors	Identify logical or factual errors in knowledge					
			Revise - Identify errors - Assess Edit - Identify problems - Critique					
	Ť		Identify similarities & differences among chunks of information					
		Abstracting	- Compare & contrast - Create an analogy - Compare & Com					
			Identify similarities & differences among lists of items					
		Classifying	Sort					
			Categorize Identity categories					
		Commenter	Identify similarities & differences among items					
ļ		Comparing	Compare Compare Contrast Distinguish Discriminate Discriminate					
		Symbolizing	Construct symbolic representations of information Symbolize Drawflustrate Diagram					
	Comprehension	Symbolizing	Symbolize Draw/flustrate Diagram Represent Show Chart					
		Integrating	Identify basic elements/structure of knowledge					
			Describe how or why Describe the relationship between Explain ways in which Describe the key parts of Describe the effects Paraphrase, summarize					
	Retrieval	Executing	Carry out a mental or physical exercise					
			- Draft - Solve - Demonstrate - Write					
		Recalling & Recognizing	Produce information regarding DK and PK, or identify accurate statements regarding DK and PK					
			Name Describe Select from a list: - List Who, what, where, when identify from a list - Label Racognize State					

SOURCE: Dimensions of Learning (Marzano & Pickering); The New Taxonomy of Educational Objectives (Marzano & Kendall)

Taxonomy

The taxonomy guides us to the correct level of rigor, so our teachers across classrooms and across buildings will be teaching the same target to the same level of rigor.

How is the taxonomy used?

Taxonomy (RSU 2 & Maine Cohort for Customized Learning)

	Level of Difficulty	Process	Useful Verbs, Phrases, Definit	tions	
	Knowledge Utilization	Investigating	Generate and test a hypothesis using assertions and opinions		
			• • • • • • • • • • • • • • • • • • • •	nvestigate Research	
		Experimenting	Generate and test a hypothesis using da	ata collection	
			Based on what can be What would happen if How would you determine if	How would you test How can this be explained Why did this happen	
\		Problem Solving	Accomplish a goal for which obstacles exist		
				How will you reach your oal under these conditions	
\		Decision Making	Use information to make a decision		
			Decide What is the best w Select the best alternatives Which of these is recommendations.	•	
		Invention	Develop a unique product/process that fulfills a perceived need		
			Create Generate a new way to Devise	Change the way Think of another way	
		Deductive	Identify logical conclusions or predictions of information		

As a teacher, I can design an assessment and rubric for that learning target using the verbiage in that "Knowledge Utilization" section.

I can also custom design it for each student according to their strengths, as long as it is in the "Knowledge Utilization" section.

Table Talk Prompts

- What are some ways in which policy and statute can help ensure each learner will attain proficiency levels of all standards in your state?
- If your state becomes interested in creating opportunities for competency-based education, what role and responsibility can and should state boards of education take on to assist in districts in changing their culture to support a competency-based system?
- What steps can state boards of education take to broaden their understanding of leadership programs and teacher preparation programs upon the process of school change?
- How do we ensure all the various stakeholders interact and align efforts in policy to make a difference in practice and to generate supportive public will?
- How do we change learning from a competitive event that happens in the classroom to a real right of passage that better meets the needs of individual students?
- What do you see as the greatest challenge in your state in shifting to a competency-based system?
- What initiatives, opportunities, and supports are there to ensure support for the most disadvantaged students and schools in the transition?

"Once Conversation at a Time: Getting the Message Out"

- Video (2 minutes, 15 seconds)
 - http://maine.gov/doe/cbp/videos/wmec2.html

