

GettingtoProficiency.org

Helping Maine Graduate Every
Student Prepared

102nd Superintendent/DOE Conference
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CONTENT AREA: Writing		STANDARD/STRAND: Research	
STEP: 6 Step		MEASUREMENT TOPIC: Research Process	
4.0	<i>In addition to the 3.0 knowledge, infers or applies beyond what was taught</i>	<i>Taxonomy Level</i>	4.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:</i>
	Proficiency Level		Sample Assessments
3.0	<i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i> <div>Is skilled at conducting a short research project to answer a question, drawing on several sources and refocusing the inquiry when appropriate Learning Target 1</div> <div>Is skilled at quoting or paraphrasing the conclusions of others while avoiding plagiarism Learning Target 2</div> <div>Is skilled at providing basic bibliographic information Learning Target 3</div>	<i>Taxonomy Level</i> COMPREHENSION (SYMBOLIZING) Marzano's Taxonomy	3.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:</i> Represent information of a short research project, using several sources (representation can be oral, visual, written). As part of the research project: <ul style="list-style-type: none"> Explain if the inquiry needed to be refined Explain ways in which quotes or paraphrasing were used to avoid plagiarism Provide a list of the sources used in the short research project, in a basic bibliographic format
2.0	<i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i> <div>Knows the terms: plagiarism, bibliography</div> <div>Understand, as a result of new knowledge, the question may be refined</div> <div>Knows how to use a standard format for bibliographic citations</div>	<i>Taxonomy Level</i> RETRIEVAL (EXECUTING)	2.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:</i> Define the terms: plagiarism, bibliography Show examples of how new knowledge may lead to the research question being refined Demonstrate how to cite a source in a standard, bibliographic format
1.0	<i>With help.....has the 2.0 content</i> Foundational knowledge required to attain proficiency level 3 learning targets		N/A
0.0	<i>Even with help.....does not have the 2.0 content</i>		N/A

Taxonomy

Complexity

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

How is the taxonomy used?

Taxonomy (RSU 2 & Maine Cohort for Customized Learning)

Level of Difficulty	Process	Useful Verbs, Phrases, Definitions
Knowledge Utilization	Investigating	<i>Generate and test a hypothesis using assertions and opinions</i> <ul style="list-style-type: none"> • How did this happen • Why did this happen • What would have happened if • Find out about • Investigate • Research
	Experimenting	<i>Generate and test a hypothesis using data collection</i> <ul style="list-style-type: none"> • Test the idea that • Based on ___ what can be predicted • What would happen if • How would you determine if • How would you test • How can this be explained • Why did this happen
	Problem Solving	<i>Accomplish a goal for which obstacles exist</i> <ul style="list-style-type: none"> • Solve • Develop a strategy • How would you overcome • Figure out a way • How will you reach your goal under these conditions
	Decision Making	<i>Use information to make a decision</i> <ul style="list-style-type: none"> • Decide • Select the best alternatives • What is the best way • Which of these is most suitable
	Invention	<i>Develop a unique product/process that fulfills a perceived need</i> <ul style="list-style-type: none"> • Create • Devise • Generate a new way to • Change the way • Think of another way
	Deductive	<i>Identify logical conclusions or predictions of information</i>

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>

