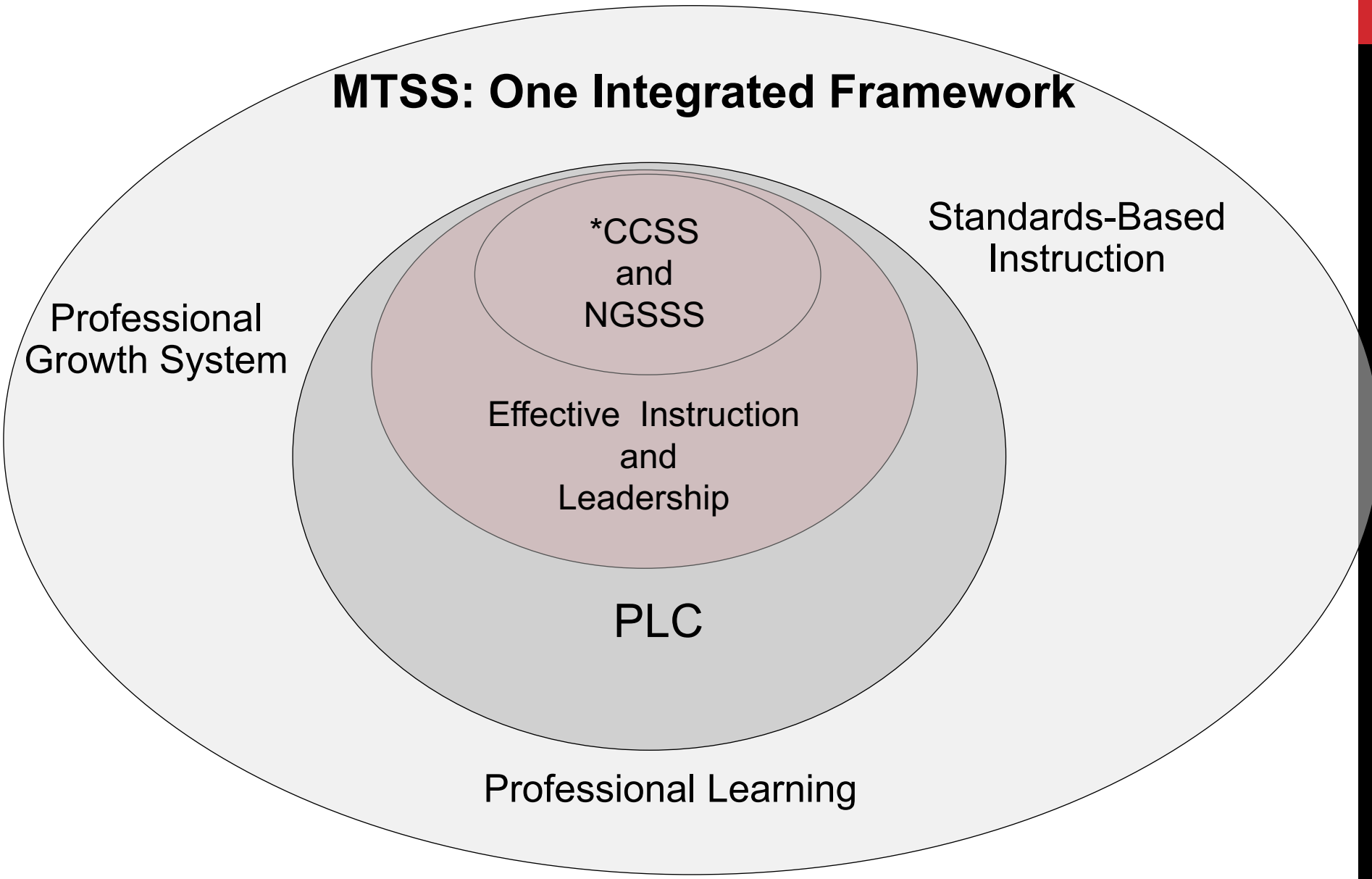
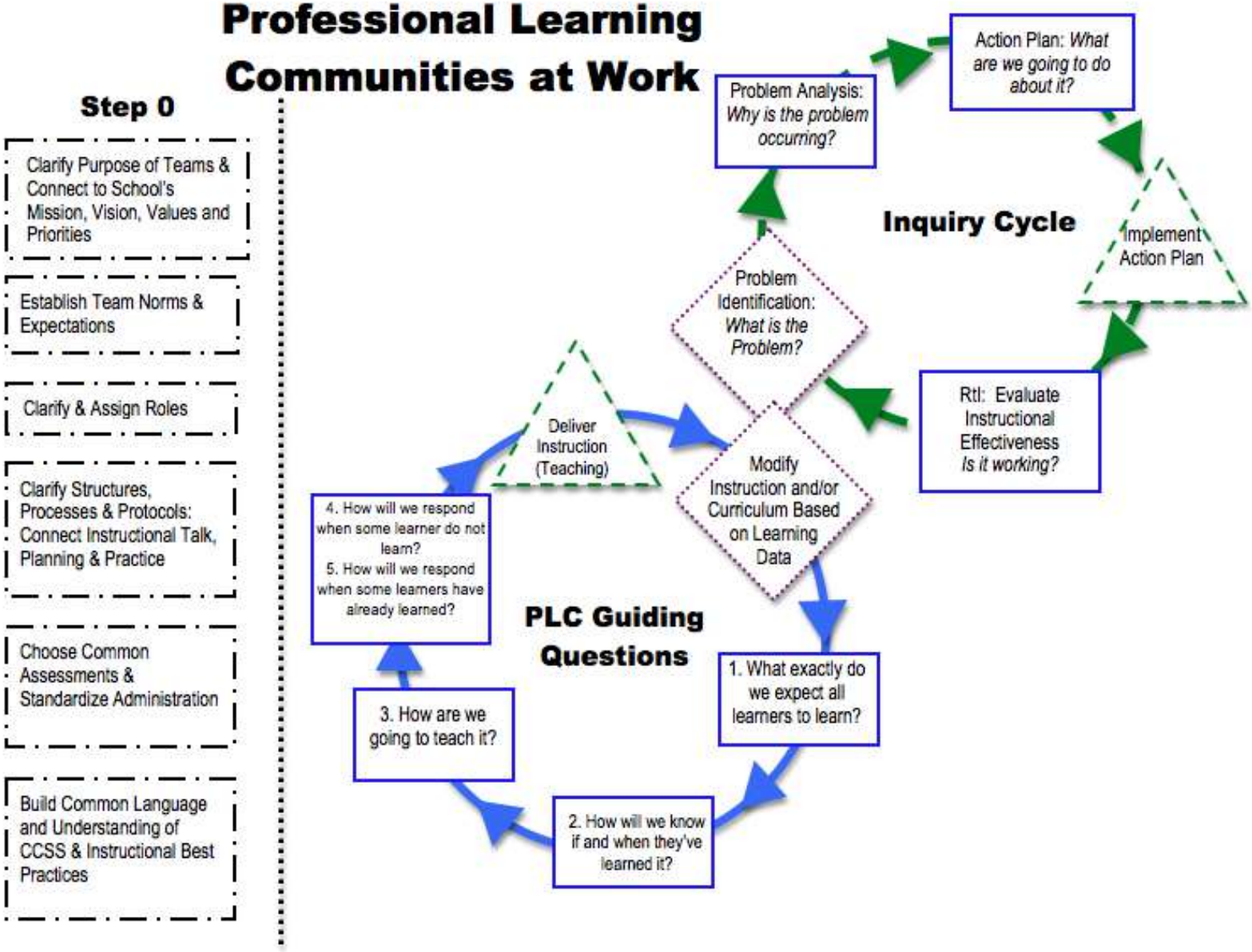
DISCOVERY EDUCATION (DE)

FALL 2013

PASCO'S INTEGRATED SYSTEM



Professional Learning Communities at Work



PURPOSE

Discovery Education provides a platform to let us know how students are doing on their mastery of the standards.

- **Student Growth (Vision)**
- **Connection to Common Core (standards-based instruction)**
- **Guides planning of instruction (PLC)**
- **Allows for planning for next year (PLC)**
- **Allows for reflection on instruction (professional growth system)**

ASSESSMENT AUDIENCES

Classroom (Student, Teacher, Parent)

- Instructional Planning-spend more or less time on a skill
- Remedial
- Enrichment

School or Program

- School strengths and weakness
- District curricular needs

Institutional

- Accountability

Stiggins, R. (April 2008). *Assessment manifesto: A call for the development of balanced assessment systems*. ETS Assessment Training Institute. Portland: OR.

DIFFERENCES

Classroom: **serves the student (Am I able to be successful?)**

Program: **faculty examines professional effectiveness of instructional interventions to master pre-determined standards**

Institutional: **matters of leadership effectiveness, instructional policy, resource allocation**

Stiggins, R. (April 2008). *Assessment manifesto: A call for the development of balanced assessment systems.* ETS Assessment Training Institute. Portland: O

ASSESSMENT PURPOSE: INSTITUTIONAL

Answers the question

- Are our schools as effective as they need to be?

Serves summative, accountability purposes

Examples: FCAT 2.0, EOC, Unit Test

Stiggins, R. (April 2008). *Assessment manifesto: A call for the development of balanced assessment systems*. ETS Assessment Training Institute. Portland: O

ASSESSMENT PURPOSE: SCHOOL OR PROGRAM

Answers the questions

- Which standards are our students mastering or not mastering?
- How might our programs be improved to promote greater student success?

Identify aspects of instructional program working or in need of improvement

Interim, benchmark, short-cycle, common assessments every few weeks

Focus: achievement standard

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ASSESSMENT PURPOSE: CLASSROOM

Answers the questions

- What comes next in the learning?
- How is each student doing on his or her journey up the scaffolding leading to each standard?

Must provide information continuously

Focus: Each individual student

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THINK ABOUT IT…

SUMMATIVE

FCAT 2.0

End-of-Course

Unit Test

Chapter Test

FORMATIVE

DE Benchmark Assessment

DE Mini Assessment (Probes created from Item Bank)

Fist to Five

IRLA

EXPECTATIONS FOR DE

HOW WILL WE TEACH IT?

This year the district has prioritized three of the six instructional shifts to increase the rigor of our work:

- Writing to sources
- Text Based Answers/Evidence Based Discussions
- Staircase of Complexity

CCSS MATHEMATICS

COMMON CORE STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

K	1	2	3	4	5	6	7	8	HS
Counting & Cardinality									
Number and Operations in Base Ten						Ratios & Proportional Relationships			Number & Quantity
			Number and Operations - Fractions			The Number System			
Operations and Algebraic Thinking						Expressions & Equations			Algebra
							Functions		Functions
Geometry									Geometry
Measurement and Data						Statistics and Probabilty			Statistics and Probabilty

LOGISTICS

Initial Training:

- Data analysis for BOY during planning

Testing Time Line

- BOY Benchmark- Sept. 3- Sept. 27
- Benchmark 2- Nov. 18- Dec.20
- Benchmark 3- Feb. 10- March 13
- EOY Benchmark May 1- May 23 (non EOC tested courses)

OVERVIEW OF NEXT STEPS RELATED TO TRAINING

Student Logistics

- Student logins
- Assigning benchmark test to students
- K, 1 Practice Test

Comparative Report

Additional Reports

Creation of Probes and mini assessments