

Language and Literature IB Mid Atlantic Networking Session

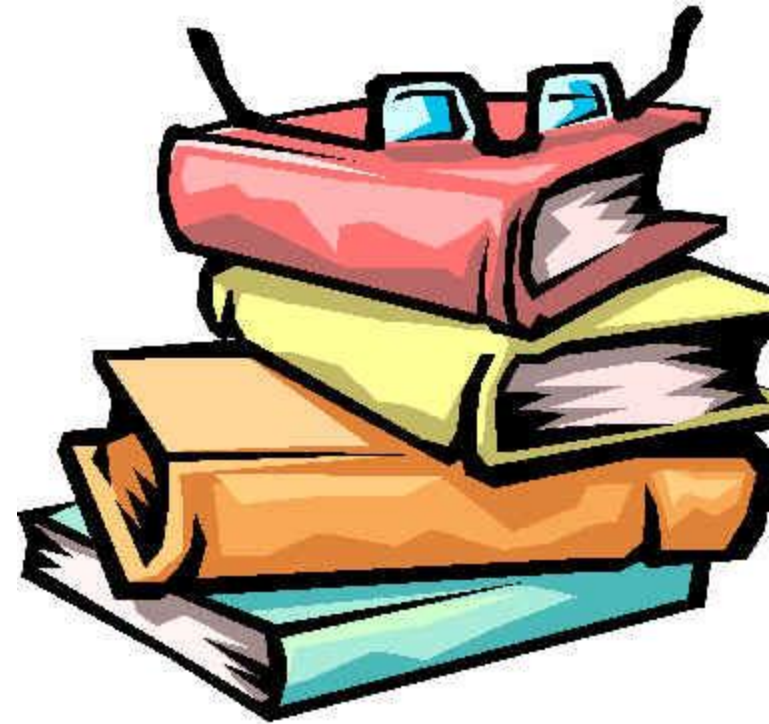
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Who's In the Room?



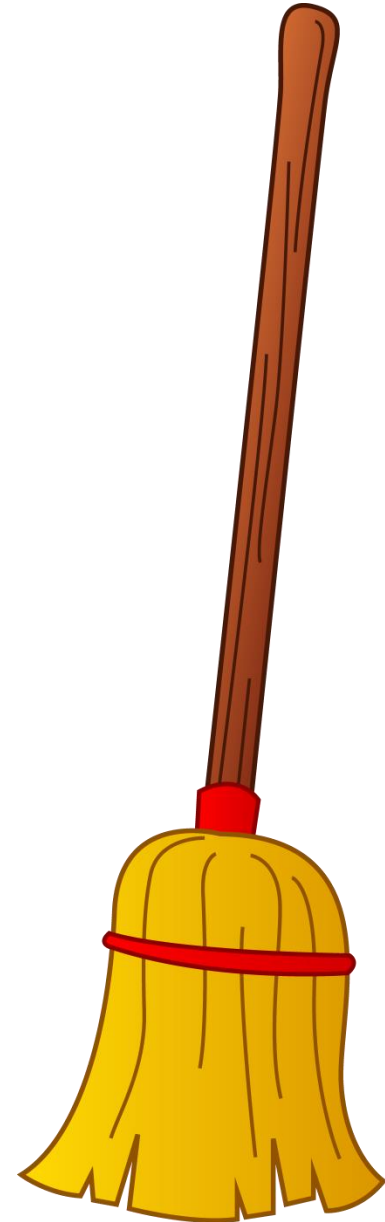
Pack and Stack

- Please group yourselves by grade level.



Housekeeping!

- Today's agenda
- Bathrooms?



Introductions – Getting to Know Pooh!

- Name
- State/City and School
- Which Winnie the Pooh character represents you best and why?

Piglet

Winnie

Eeyore

Rabbit

Tigger

Owl

Kanga



Assessment Share P-M-I

At your table, each share an IB MYP assessment that you have used.

- What were the plusses?
- What were the minuses?
- What was interesting?

Assessment Brainstorm

Examine the 4 objectives (beginning on page 7 in the Subject Guide) for Language and Literature:

A: Analyzing

B: Organizing

C: Producing Text

D: Using Language

For each objective, brainstorm possible summative assessment performance tasks. Use the large sheet of paper.

What's the Target? – The End in Mind

At your table, select one assessment and match with a unit of study.

Further develop the assessment to write a student prompt. (You may use GRASPS as your prompt format.)



GRASPS

G = Goal *“Your task is...”*

R = Role *“ You are a...”*

A = Audience *“Your audience is...”*

S = Situation *“The challenge involves dealing with...”*

P = Product, Performance and Purpose
“You will create a _____ in order to _____.”

S = Standards and Criteria for Success
“Your performance needs to...”

A suggested structure to develop depth and complexity for the assessment task

Where are we in the Unit Planner?

- Summative Assessment
(outline of the summative assessment task)



- Content



Match the Objectives/Criteria

- Examine your assessment. You've aligned it with at least one criterion. Are there any others which fit?
- Match criteria and the strands within that you will use to assess the student performance/product. (Be sure to use choose the correct rubric – Year 1? Year 3? Year 5?)
- Does your assessment allow students to reach the highest level of achievement? If not, how can you tweak your assessment task?

Where are we in the Unit Planner?

- Objectives



“Clean your room!”

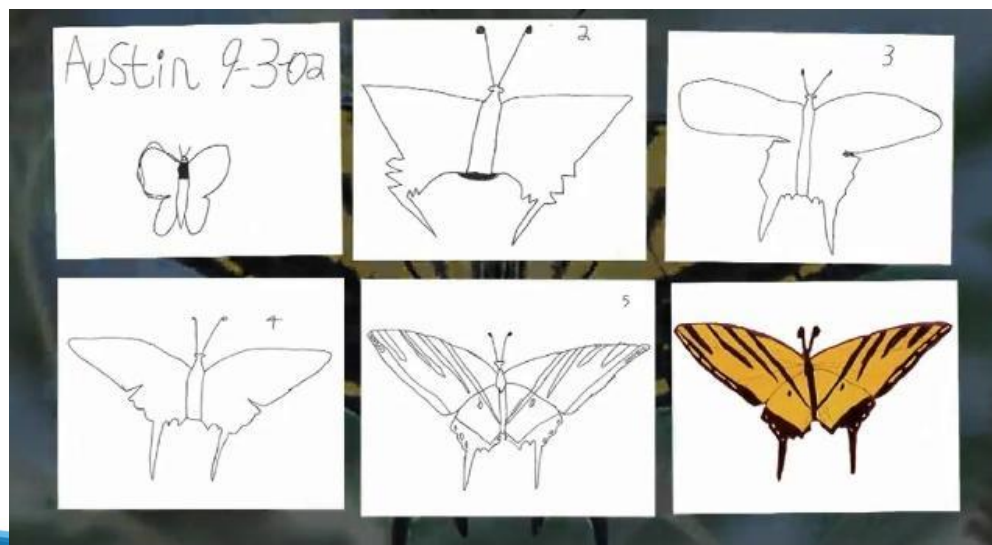
A task analysis is the process of breaking a skill into smaller, more manageable steps in order to teach the skill. As the smaller steps are mastered, the learner becomes increasingly independent in his or her ability to perform the larger skill.

If you asked a child to clean his room, what would you expect to see when you come to check if it's clean? Create a list of at least five expectations.

Task-Specific Clarifications

The importance of specific clarifications:

<https://www.youtube.com/watch?v=hqh1MRWZjms&list=PLWMNsJddYcZI1vpCcrJLiAvZdFNY9oAVz>



Task specific clarifications

Developing task-specific clarifications requires teachers to study the assessment criteria (objective strands) and to ***redraft the value statements*** within the level descriptors in terms of the specific assessment task in the MYP unit.

Task Specific Clarifications

- The criterion descriptors provided in *all subject group guides* are generic. They describe holistic value judgments that measure student achievement.
- Teachers often find it helpful to specify how the objective strands will be assessed in the context of a specific task For example, with “investigation....” specify “what type.”
- Bring specificity to the criterion descriptor while keeping the “value” of the descriptor and the command terms.

Individuals and Societies Example

5-6	<p>The student:</p> <ul style="list-style-type: none">• recognizes different perspectives and their implications• makes connections between information in order to make valid arguments.
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5-6	<ul style="list-style-type: none">• You recognized different perspectives and their implications by explaining how your platform differs from your opponents; platform in the ad and debate.• You made connections that demonstrated the effects of your platform to make valid arguments in your ad and the debate.
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The importance of being specific

Step 1: Go back to the objective strands that you chose for your summative assessment.

Step 2: What task-specific clarifications can you add to the objective strand in order to promote student success?

- You may add words to specify (e.g. In an analysis, what kind of evidence will students show you?)



Try to use words like:

At least...

Not more than...

A range of...

Approaches to Learning -Align the ATL

<https://www.youtube.com/watch?v=jU4oA3kkAWU>



What is a skill?

- Skills need to be developed implicitly and explicitly
- Potentially, many skills may be developed within the teaching a learning in a unit, so it is important to be strategic by considering:
 - ✓ The objective strand(s) that are being taught and assessed
 - ✓ The affective (self-management) skills
 - ✓ The summative task
 - ✓ The learning experiences that build to the summative task

Choosing the ‘Approaches to learning’ skills for your unit

- Examine an objective strand from your own unit. Determine what cognitive skills or affective skills are inherent in the objective strand?
- In order to master this objective strand, what skill or skills will the student be expected to demonstrate?

Note: The corresponding achievement levels determine the level of mastery (achievement) of those skills.

Where are we in the Unit Planner?

- Approaches to Learning (ATL)



Back to the Beginning!

Key Concepts – Choose one which best aligns with your unit of study and assessment task.

Aesthetics	Change	Form	Communities
Connections	Creativity	Culture	Development
Global interactions	Time, place and space	Identity	Relationships
Perspective	Systems	Logic	Communication

Related concepts

- While the key concepts provide breadth, the related concepts provide depth to the programme.
- Related concepts emerge from the discipline and provide conceptual focus and depth to understanding related to disciplinary content.
- Related concepts can be found on page 22 in the workbook and page 20 of the subject guide.
- Definitions of related concepts can be found on pages 49-50.

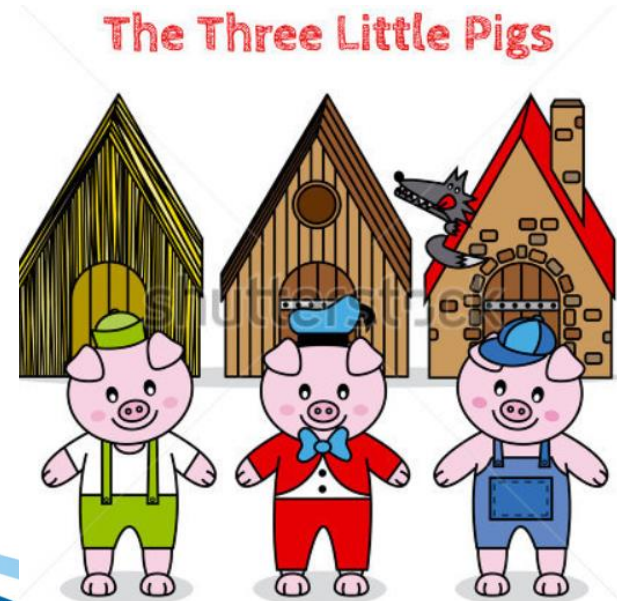
Related Concepts

- Choose one or two which best align with your unit of study and assessment task.

LANGUAGE AND LITERATURE			
Audience imperatives	Character	Context	Genre
Intertextuality	Point of view	Purpose	Self-expression
Setting	Structure	Style	Theme

Global Contexts – A Framework for Learning

- Consider the story of The Three Little Pigs – choose one Global Context to provide an instructional lens for the story.
- Choose a different context? What changes?



Give Yourself Some Context!

- Choose a context for your unit of study which aligns to your assessment task. (Use the Global Contexts document to help you.)
- What is specific exploration?
- How does it fit with your key and related concepts?

Identities and relationships	Orientation in space and time
Personal and cultural expression	Scientific and technical innovation
Globalization and sustainability	Fairness and development

Where are we in the Unit Planner?

- Key Concept



- Related Concepts



- Global Context



Creating the statement of inquiry

Key concept

Related concept(s)

+

**Global context
(exploration)**

=

Statement of inquiry

Sample Statement of Inquiry

Key concept	Related concept(s)	Global context
Communication	Purpose, Audience Imperatives	Personal and Cultural Expression - (analysis and argument)
Statement of inquiry		
Purposeful communication using analysis and argument enhances audience engagement.		

Where are we in the Unit Planner?

- Statement of Inquiry



Summative Assessment and the Statement of Inquiry

- What's the relationship?
- How does your assessment task allow students to explore the Statement of Inquiry?
- Does your task need to be modified even further?

Summative assessment tasks and the statement of inquiry

Summative assessment tasks must be designed to allow students to

- meet the chosen objectives and their strands.
- show their understanding of the statement of inquiry.

There must be a demonstrated *relationship* between the summative assessment task(s) and the statement of inquiry.

Summative assessment

Objectives:

Outline of summative
assessment task(s):

Relationship between summative
assessment task(s) and statement of
inquiry:

Where are we in the Unit Planner?

- Summative Assessment

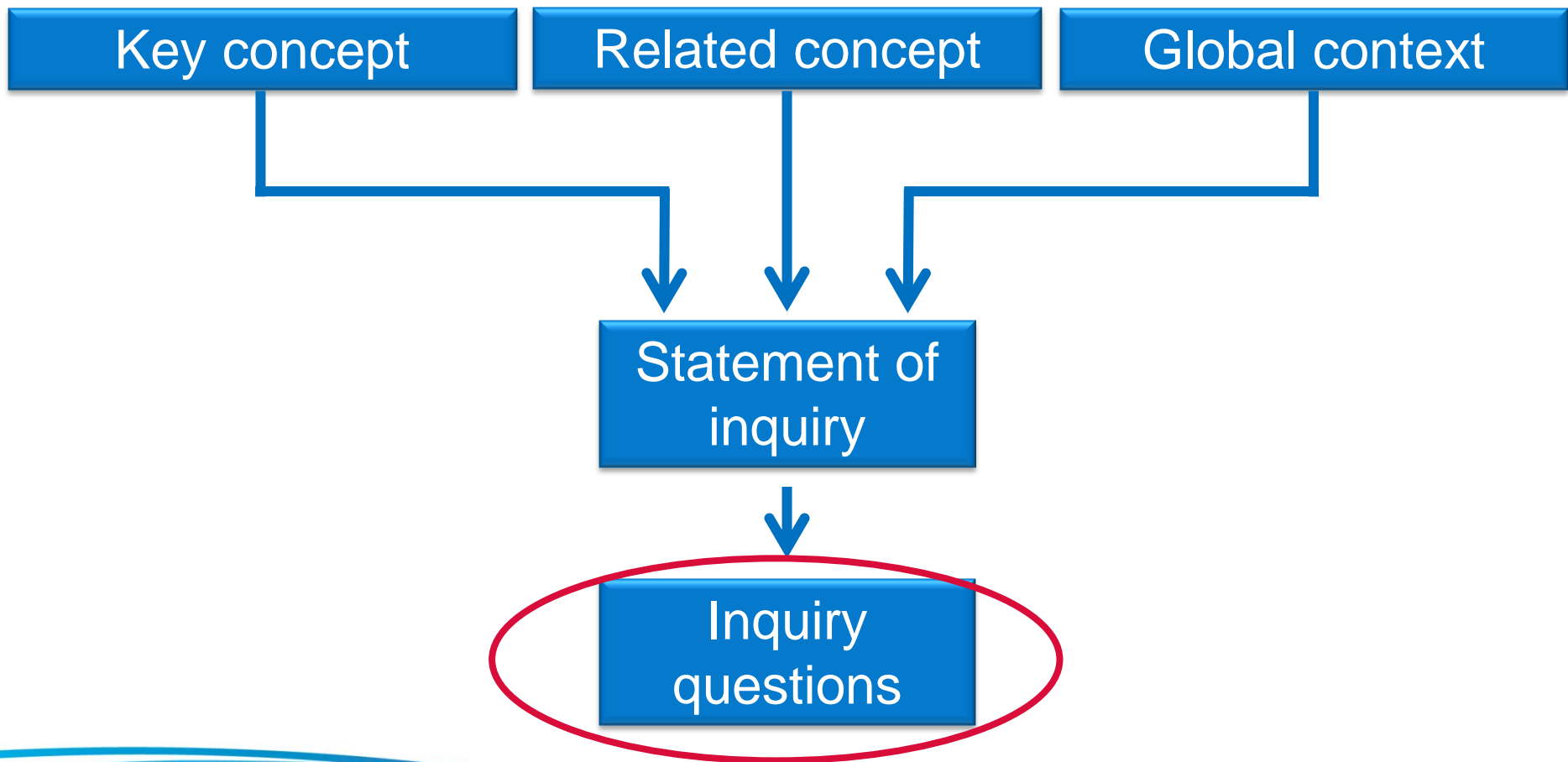


(relationship between the summative assessment task and the statement of inquiry)

Mona Lisa Smile

- Watch the segment 1 from the movie '[Mona Lisa's Smile](#)'.
- What types of questions was the teacher asking? How did it impact learning?
- Now watch the [second segment of the video](#)
- Reflect on what did the teacher do differently in the second class? How did the questions change? How did it impact learning?

Inquiry questions



Asking good inquiry questions...

- What **FACTUAL** question might you ask?
- What **CONCEPTUAL** question might you ask?
- What **DEBATABLE** question might you ask?

Asking better inquiry questions...

- *Your inquiry questions should connect directly to the statement of inquiry and allow students to explore the statement of inquiry.*

Purposeful communication using analysis and argument enhances audience engagement..

- Inquiry Questions:
- Factual: What engages audiences?
- Conceptual: How do I use language to communicate?
- Debatable: Is there a “right” answer to every argument?
- *These are questions the students can explore throughout the unit of study.*

Now you're ready. Let's go!

**Grab your statement of inquiry from the wall.
Considering the unit and statement of inquiry
you've developed, add Inquiry Questions:**

**Factual
Conceptual
Debatable**

Where are we in the Unit Planner?

- Inquiry Questions



Looks Like, Sounds Like, Feels Like

- On today's meet, respond to the following:
- - An inquiry-based classroom:
 - - Looks like...
 - Sounds like...
 - Feels like...

Aligning the teaching and learning process

Action: Teaching and learning through inquiry

Content

Learning process

Learning experiences and teaching strategies

Formative assessment

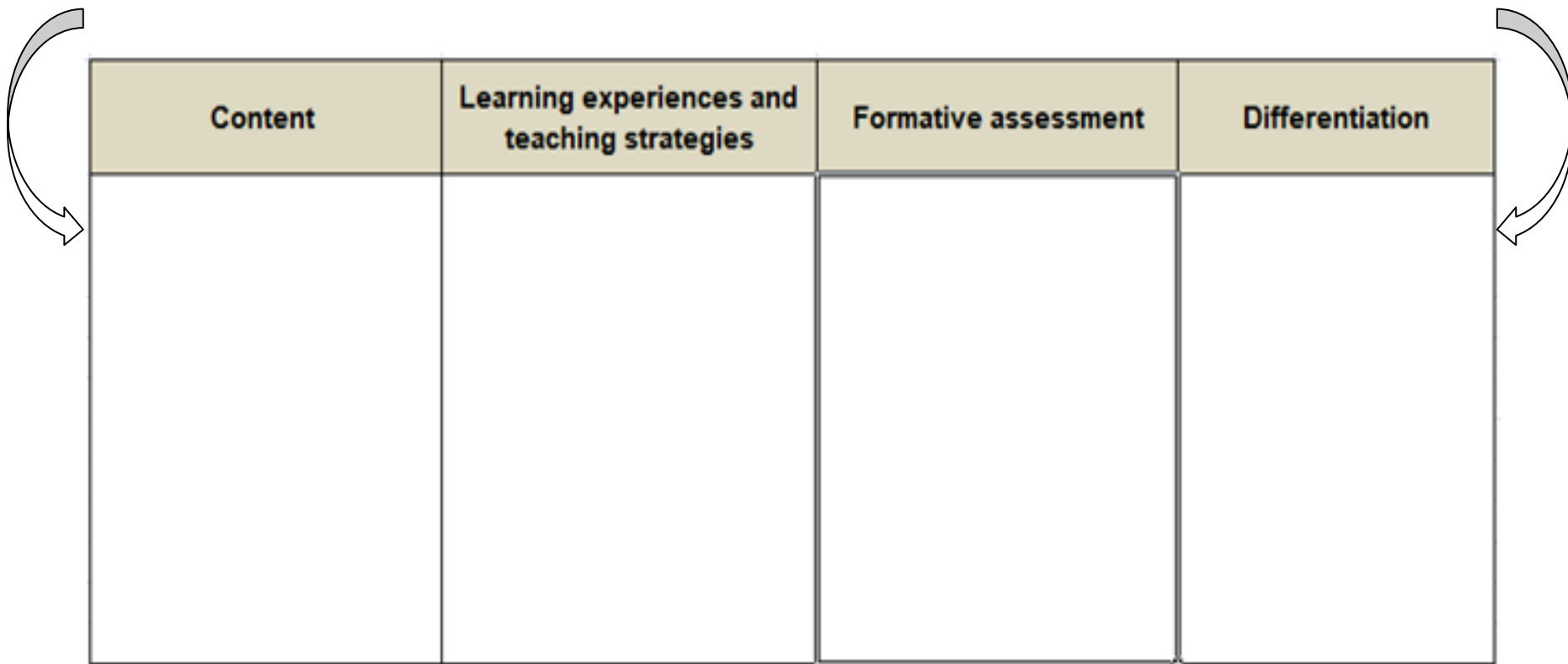
Differentiation



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What's achieved with the tilt?



Content	Learning experiences and teaching strategies	Formative assessment	Differentiation

Learning Process Brainstorm

- Considering you're the Statement of Inquiry, Summative Assessment, and your unit plan so far, what type of learning experiences and skill development would your students need to be successful on the Summative Assessment task?
- Brainstorm a list of possible learning experiences.
- How can you differentiate any of these experiences? Content? Process? Product?
- What formative assessments or checks for understanding will allow you to know the progress each student is making toward the final goal?

Where are we in the Unit Planner?

- Learning Process



Share Fair!

- Share the unit plan drafts you've developed in the Dropbox.

SHARE
FAIR

Reflection:

How did it go?



Here's What! Share a new or different understanding.

So What? Why was this understanding important?

Now What? Considering this new understanding, what are your next steps?

Lunch and Networking

