“Unwrapping” the Standards

Presented by:

Center for Performance Assessment
www.MakingStandardsWork.com

(800) 844-6599
Larry Ainsworth

Larry Ainsworth is the Executive Director of Professional Development at the Center for Performance Assessment in Englewood, Colorado. He travels widely throughout the United States to assist school systems in implementing best practices related to standards, assessment, and accountability across all grades and content areas. He is the author or co-author of eight published books: “Unwrapping the Standards,” Power Standards, Common Formative Assessments, Student Generated Rubrics, and Five Easy Steps to a Balanced Math Program, including three 2006 editions, one each for the Primary, Upper Elementary, and Secondary grade spans. Larry’s primary motivation is to assist educators and leaders in helping all students succeed by “taking the mystery” out of the instruction, learning, and assessment process.

Larry has delivered keynote addresses nationwide, most notably for the U.S. Department of Education, the New York Department of Education, Connecticut Department of Education, Connecticut Technical High School System, Ohio Department of Education, Michigan Department of Education, Harvard University Graduate School of Education’s Principals’ Center, Indiana ASCD, Indiana Computer Educators’ Conference, California ASCD, California Private Schools Association, Ohio’s Battelle for Kids Conference, Virginia Title I and STARS conferences, and the Southern Regional Education Board. He has conducted breakout sessions at national and regional conferences throughout the country, most notably for the California Math Council, the California International Studies Project, the Alabama CLAS Summer Institute, the Delaware Professional Development Conference, the National Council of Teachers of Mathematics, the National Association for Supervision and Curriculum Development, and the National School Conference Institute.

With 24 years experience as an upper elementary and middle school classroom teacher in demographically diverse schools, Larry brings a varied background and wide range of professional experiences to each of his presentations. He has held numerous leadership roles within school districts, including mentor teacher and K-12 math committee co-chair, and has served as a mathematics assessment consultant in several San Diego County school districts.

Larry holds a Master of Science degree in educational administration.

To contact Larry, email him at: lainsworth@makingstandardswork.com.
“Unwrapping” the Standards

A Simple Process to Make Standards Manageable!

Larry Ainsworth, “Unwrapping” the Standards, 2003

The “Unwrapping” Standards Process

1. “Unwrap” standards and indicators to identify important concepts and skills to be taught
2. Represent the “unwrapped” concepts and skills on graphic organizer of choice (outline, bulleted list, concept map, etc.)
The “Unwrapping” Standards Process

3. Identify Big Ideas (important understandings) you want students to realize... and remember!
4. Write Essential Questions to focus instruction and guide assessment

Step 1. “Unwrap” the Standards

● Definition of “unwrapping”: The analysis of standards and indicators to determine exactly what students need to:
  ● Know (concepts)—the important nouns
  ● Be able to do (skills)—the verbs
  ● Through particular context or topic (selected learning activities)

Mathematics Standard — Grade 2

Number Computation

STANDARD: Students USE numerical and computational concepts and procedures in a variety of situations

INDICATOR: Number Sense: The student DEMONSTRATES number sense for three-digit whole numbers and simple fractions in a variety of situations.

INDICATOR: Number Systems and Their Properties: The student DEMONSTRATES an understanding of simple fractions (fourths, thirds, halves) and three-digit whole numbers with a special emphasis on place value, and RECOGNIZES, APPLIES, and EXPLAINS their properties.

INDICATOR: Estimation: The student APPLIES numerical estimation with whole numbers up to 999, simple fractions, and money.
Step 2. Create Graphic Organizer

- Represent the “unwrapped” concepts and skills on a graphic organizer
- Choose whichever type works best for you:
  - Outline
  - Bulleted list
  - Concept map

Graphic Organizer of “Unwrapped” Number Computation Standard—Grade 2
From “Unwrapping” the Standards, Larry Ainsworth, ALP, 2003

Concepts: Need to Know About Number Computation
- Number Sense
  - Three-digit whole numbers
  - Simple fractions
- Number Systems and their Properties
  - Simple fractions (fourths, thirds, halves)
  - Three-digit whole numbers
  - Place value
- Estimation
  - Numerical estimation
  - Whole numbers to 999
  - Simple fractions
  - Money

Skills: Be Able to Do
- DEMONSTRATE (number sense, simple fractions, 3-digit whole numbers)
- RECOGNIZE (number system properties)
- APPLY (estimation with whole numbers, fractions, money, properties)
- EXPLAIN (number system properties)

Topics or Context:
- Variety of problem-solving situations using manipulatives
Step 3. Determine the Big Ideas

What You Want Students to Discover On Their Own—The Main Ideas or Essential Understandings!

Big Idea Definitions

- **Big Idea**
  - An open-ended, enduring idea that may apply to more than one area of study
  - Student-worded statement derived from a deep understanding of the concepts and skills just studied

Big Ideas Derived from “Unwrapped” Math Standard

*From “Unwrapping” the Standards, Larry Ainsworth, ALP, 2003*

- Numbers can represent different quantities or amounts.
- Fractions represent quantities less than, equal to, or greater than one whole.
- The position of a digit determines its value in a number.
- Estimation comes close to an exact number.
Step 4. Write Essential Questions
Guiding Questions to Focus Instruction and Assessment

Essential Questions

- Share with students at beginning of instructional unit
- Establish student learning goal – to be able to answer or respond to the Essential Questions with student-worded Big Ideas by end of instructional unit!

Essential Questions to Guide Instruction & Assessment
From "Unwrapping" the Standards, Larry Ainsworth, ALP, 2003

1. What are numbers? How do we use them? (Numbers can represent different quantities or amounts.)

2. What is a fraction? What is its relationship to a whole number? (Fractions represent quantities less than, equal to, or greater than one whole.)
3. Why isn't a digit always worth the same amount? 
   *(The position of a digit determines its value in a number.)*

4. What is estimation? When and how do we use it? 
   *(Estimation comes close to an exact number.)*

---

**English / Language Arts—Grade 12 Reading**

*Indicators:*

1. the meaning of an unfamiliar word (i.e., uncommon or low-frequency word)
2. implied main ideas
3. most-probable outcomes (PREDICT)
4. details that either support or do not support the main idea
5. the best summary or paraphrase (SUMMARIZE, PARAPHRASE)

---

**English / Language Arts—Grade 12 Reading**

*Indicators (continued):*

6. the identification of questions (ASK, ANSWER) that will DEMONSTRATE comprehension of the main idea and supporting details
7. structural elements of literature (e.g., plot, theme, character, mood, setting, point of view)
English / Language Arts—Grade 12 Reading

Indicators (continued):
8. the comparison and contrast (COMPARE and CONTRAST) of characters, objects, or events
9. literary devices (e.g., metaphor, foreshadowing, flashback, allusion, satire, irony)

Graphic Organizer of “Unwrapped” Reading Standard—Grade 12
From “Unwrapping” the Standards, Larry Ainsworth, ALP, 2003

Concepts: Need to Know About Literary Elements

Structural elements of literature:
• Plot
• Theme
• Character
• Mood
• Setting
• Point of view

Literary understanding:
• Unfamiliar words (uncommon or low-frequency)
• Implied main idea
• Details (supporting, non-supporting)
• Summary and paraphrase
• Probable outcomes
Graphic Organizer of “Unwrapped”
Reading Standard—Grade 12
From “Unwrapping” the Standards, Larry Ainsworth, ALP, 2003

Literary devices:
• Metaphor
• Foreshadowing
• Flashback
• Allusion
• Satire
• Irony

Skills: Be Able to Do:
• DEMONSTRATE (integrated understanding of language and lit; main idea; supporting details)
• PREDICT (probable outcome)
• COMPARE/CONTRAST (characters, objects, events)
• ASK/ANSWER (questions)
• SUMMARIZE, PARAPHRASE

Topics or Context:
• Works of fiction, specifically ________

Big Ideas Derived from “Unwrapped” Reading Standard
From “Unwrapping” the Standards, Larry Ainsworth, ALP, 2003

• Every work of fiction utilizes the same series of literary elements.
• Comprehension of fiction is dependent upon the ability to apply techniques of skilled readers.
• Literary devices enhance and deepen fiction’s impact upon the reader.
Essential Questions to Guide Instruction & Assessment

From "Unwrapping" the Standards, Larry Ainsworth, ALP, 2003

1. How is fiction organized to tell a story effectively?
   (Every work of fiction utilizes the same series of literary elements.)

2. Why are comprehension techniques important to readers in today's world?
   (Comprehension of fiction is dependent upon the ability to apply techniques of skilled readers.)

3. What are literary devices? Why do authors use them?
   (Literary devices enhance and deepen fiction’s impact upon the reader.)

Examples of “Unwrapped” Standards

- Four grade spans, four content areas
  - Lower elementary math
  - Upper elementary science
  - Middle school history/social science
  - High school reading

- Please refer to your supporting documents
Activity: "Unwrap" Standards and Indicators

- Please refer to the selected standards and indicators for our guided practice activity

- Underline the concepts and circle the skills in those standards and indicators

Activity: Create Graphic Organizer

- Now find the "Unwrapping" Content Standard four-page template (Seminar Activity Set) in supporting documents

- Organize the "unwrapped" concepts and skills into either a bulleted list, outline, or concept map (see next slide)

Biology "Unwrapped"
“Unwrapping” Standards: Independent Practice

- Choose one content area and grade
- Select standards and indicators to “unwrap” that you will be teaching soon
- Underline important concepts (nouns) and circle important skills (verbs)
- Create a graphic organizer for concepts and skills you “unwrap” on second set of templates provided

Self-Checking Questions After “Unwrapping”

- Are all concepts and skills in selected performance standards represented on your graphic organizer?
- Could you put away the standards and teach confidently from the “unwrapped” version?
- Would other educators identify the same concepts and skills if they “unwrapped” the same standards?

Remember Your High School and College Exams?

How well could you do today?
Thinking Beyond the Facts

- “Conceptual understanding requires a higher level, integrative thinking ability that needs to be taught systematically through all levels of schooling. Integrated thinking is the ability to insightfully draw patterns and connections between related facts, ideas, and examples, and to synthesize information at a conceptual level.”

Lynn Erickson, 1998
*Concept-based Curriculum and Instruction*

What IS the Big Idea, Anyway?

- The “aha!” realization, discovery, or conclusion students reach on their own during or after instruction and learning activities
- The key generalizations or enduring understandings students will remember long after instruction ends

Why Big Ideas?

- Big Ideas “give meaning and importance to facts; transfer value to other topics, fields, and adult life”
  (Grant Wiggins and Jay McTighe)
- Identify larger concepts you want students to wrestle with and understand at a deep level “across time and cultures” (Lynn Erickson)
Examples of Big Ideas from Other Content Areas

- “Geographic, political, cultural, and religious structures work together to ensure the survival and advancement of all civilizations.”
- “People can justify their conclusions with observable data.”
- “Teamwork promotes cooperation and a positive interaction among individuals.”

Why Big Ideas?

- Promote in-depth understanding versus memorization of isolated facts
- Emphasize common characteristics of unifying concept or theme versus specifics of one topic
- Example: features of revolutions in general versus specific facts about one in particular

What’s the Big Idea About SPORTS?

- Talk with someone next to you and together write two or three conclusions that you have reached about sports in America
Academic Big Ideas

- Teachers first develop Big Ideas to determine the end learning goals for their students and then think how students might say them
- Make them conversational!
- Big Ideas contain the benefit for learning—answers question: “Why do we have to learn this?”

Student-Worded Big Ideas About Writing

1. Narratives (fictional writings) need a specific setting and vivid details to advance plot. (teacher)
   - Stories need a place to happen with details that keep readers interested. (student)

2. Non-fiction writing develops a main idea with supporting details. (teacher)
   - Details make true stories more real. (student)

3. Different kinds of writing communicate information for a variety of purposes and audiences. (teacher)
   - Writers need to know how to communicate in different ways for different people. (student)
Activity: Determine Big Ideas

- Find the section for Big Ideas on the “Unwrapping” four-page template
- Look again at the concepts and skills you listed on your graphic organizer
- Consider: “What are the main ideas or enduring understandings you would want the students to realize on their own after teaching them these concepts and skills?”

Activity: Determine Big Ideas

- Talk with colleagues next to you and generate three or four possible Big Ideas for the standards and indicators we “unwrapped” together
- Write your Big Ideas
- Consider how students might say them

Questions to Help Determine Big Ideas

- Can you apply the Big Idea to more than one instance or area?
- Can you look at other grade levels and find similar or recurring themes around which to organize learning?
- Will this concept stand “the test of time?”
- Will students remember this concept long after they leave your classroom?
Big Ideas: Independent Practice

- Refer to your graphic organizer that you completed independently
- Think about and discuss possible Big Ideas with colleagues
- Write your Big Ideas in the designated place on the second set of “unwrapping” templates

Questions, Not Statements

Will stimulate student curiosity to find the answers

Essential Questions

- Cannot be answered with “yes” or “no” or with simple recall of facts
- Often written as “one-two punch” questions:
  - “What are literary devices? Why do authors use them?”
  - “What is estimation? When and how do we use it?”
Characteristics of Guiding Questions

- Open-ended, yet focus inquiry into a specific topic
- Non-judgmental, but answering them requires high-level cognitive work
- Contain “emotive force” and “intellectual bite”
  - “Whose America is it?”
  - “When are laws fair?”
- Succinct – a few words that demand a lot

Rob Traver, Massachusetts Department of Education
Educational Leadership, March 1998

Benefits of Essential Questions

- Teachers use as instructional filter for selecting lessons and activities that advance student understanding toward Big Ideas
- Students develop their understanding of “unwrapped” concepts and skills as they move through instruction and activities

Benefits of Essential Questions

- Standards-based questions
- The work students produce provides evidence that the performance standards have been met—and to what degree (defined by rubric or scoring guide criteria)
History/Social Science Big Idea and Essential Question

- BI: “Geographic, political, cultural, and religious structures work together to ensure the survival and advancement of all civilizations.”
- EQ: “Why do all civilizations—past and present—need organizational structures?”

Science Big Idea and Essential Questions

- BI: “People can learn and apply a systematic process for understanding the natural world.”
- EQ: “What is scientific inquiry? How do we use it in real life?”

P.E. Big Idea and Essential Question

- BI: “Teamwork promotes cooperation and a positive interaction among individuals.”
- EQ: “Why is teamwork a necessary life skill?”
Guidelines for Writing Essential Questions

- Can you write engaging questions that lead your students to discover the Big Ideas?
- Can you make your Essential Questions open-ended?
- Can you write questions that take students beyond who, what, where, and when to how and why?

Essential Questions: Independent Practice

- Find the section for Essential Questions on the four-page template
- Talk with the person next to you and generate possible Essential Questions for the Big Ideas you wrote
- Do your Big Ideas answer your Essential Questions?

An Exemplary Instructional Practice

One Teacher’s Powerful Use of Essential Questions
Other “Unwrapping” Templates

- Two-column version
- Landscape version
- Puzzle Piece version
- Please refer again to supporting documents

Reflection

- What potential for improving both instruction and student learning do you see in the “unwrapping” process?
- Could you now show other educators how to “unwrap”?

Thank you!

Center for Performance Assessment
www.MakingStandardsWork.com
(800) 844-6599
Focus on Achievement (CPA's Newsletter)

**September 2005: Volume 7- No. 1 (PDF)**
Featuring: Recipe for Success: Putting it All Together; Questions from the Real World with Lynn Howard; ARRIVE: A Reflection Journal by Dr. Amy Whited and Patricia Trujillo; Norfolk Wins Broad Prize; and more . . .

**February 2005: Volume 6 - No. 3 (PDF)**
Featuring: Special Ed Practices Good for All Students; Questions from the Real World with Dr. Craig Drennon; Beyond the Numbers by Dr. Stephen White; Center for Performance Assessment releases first volumes in Write to Know series; and more . . .

**November 2004: Volume 6 - No. 2 (PDF)**
Featuring: Effective Changes at Real Schools; Questions from the Real World with Dr. Angela Peery, Four Books by Dr. Douglas B. Reeves Now Available as Audio CDs; Standards-Based Checklists Offer Convenience, Economy; and more . . .

**September 2004: Volume 6 - No. 1 (PDF)**
Featuring: Keys for Transformational Schools; Introducing 101 More Questions & Answers about Standards, Assessment, and Accountability; Second edition of Accountability in Action released; Questions from the Real World with Lisa Carbón, and more . . .

**February 2004: Volume 5 - No. 3 (PDF)**
Featuring: Taking Data Analysis to the Next Level, Best Practices at Sevier School District, Accountability for Learning, Questions from the Real World with Peg Portscher, and more . . .

**November 2003: Volume 5 - No. 2 (PDF)**
Featuring: The Data Quandary—Year-to-Year or Cohort?, Best Practices at Whittier Union, Assessing Educational Leaders, Questions from the Real World with Donna Anderson-Davis, and more . . .

**September 2003: Volume 5 - No. 1 (PDF)**
Featuring: Data Without Tears—Accountability As a Treasure Hunt, Best Practices at Foust Elementary, NSDC recognizes Learning Connection Online, Questions from the Real World with Stephen White, and more . . .

**February 2003 : Volume 4 - No. 3 (PDF)**

**November 2002 : Volume 4 - No. 2 (PDF)**
Featuring: The Leadership-Learning Connection: Leadership in the Classroom, Best Practices, FAQ with Stacy Scott, and more . . .

**September 2002 : Volume 4 - No. 1 (PDF)**
Featuring: The Leadership-Learning Connection: Leadership in the School, Getting Parents Involved in Student Writing, Best Practices, FAQ with Tony Flach, and more . . .

**March 2002 : Volume 3 - No. 3 (PDF)**
Featuring: Putting It All Together - Part 4: Focused District Leadership: The Key to Unlocking Student Achievement, Best Practices, FAQ with Craig Ross, and more . . .

**January 2002 : Volume 3 - No. 2 (PDF)**

**November 2001 : Volume 3 - No. 1 (PDF)**
Featuring: Putting It All Together - Part 2: The Key to Improved Student Achievement, Best Practices, FAQ with Nan Woodson, and more . . .
E-Mail Newsletters

December 2005
Featuring: Best Practices at Millennium Middle School; Questions and Answers from the Real World — How frequently should benchmark assessments be given?; "The 90/90/90 Schools: A Case Study" from Accountability in Action; Denver Area Seminars

October 2005
Featuring: Best Practices at Hazelwood School District; Questions and Answers from the Real World — Involving Community Members in Task Forces?; Norfolk Wins Broad Award; Denver Area Seminars; How to Work Smarter, not Harder

March 2005
Featuring: Best Practices Update at Wright Elementary and Elkhart Community Schools; Douglas Reeves Keynote in Salem, MA; Questions and Answers from the Real World — Students Change Each Year; Why Create Pacing Guides?; Excerpt from "Unwrapping the Standards"—The Step-by-Step Process

February 2005
Featuring: Best Practices at Nogales High School; Questions and Answers from the Real World — Don't All These Assessments Waste Too Much Time?; Write to Know Series; Special Certification Training/Douglas Reeves Keynote Presentation in Salem, MA

January 2005
Featuring: Best Practices at Pleasant Valley Elementary; Questions and Answers from the Real World — What Lesson Plan Format Is Best?; Staff Developers Day with Dr. Douglas Reeves; Antecedents of Excellence

December 2004
Featuring: Phi Delta Kappan and Educational Leadership Print Articles by Douglas B. Reeves, Ph.D.; Effective Changes at Real Schools; Questions and Answers from the Real World — Students Change Each Year; Why Create Pacing Guides?; Excerpt from "Unwrapping the Standards" — The Step-by-Step Process

November 2004

October 2004
Featuring: Best Practices at DuPage 88; Audio clip from The Leadership-Learning Connection; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — Should Zeros Be Assigned for Missed Work?; Center Introduces Standards-Based Observation Pads

September 2004
Featuring: Best Practices at Crete-Monee; Excerpt from Accountability for Learning; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — Should Students Be Held to a One-Size-Fits-All Rubric?; Center Now Offering "Making Student Achievement Work" Posters

August 2004
Featuring: Best Practices at Village Academy; Excerpt from Power Standards; Seminars Scheduled, Certification Training Dates Open; Q & A from the Real World — How Should We Set Up Our Disaggregated Data for Review?; Olympic Gold or a Standards Bar: Why Standards Make Success Possible for All Students

July, 2004
Featuring: Why We Hate Standards; Excerpt from Making Standards Work; New Seminars Scheduled, Certification Training Dates Added; Q & A from the Real World — Holding Students Accountable When They Don't Do the Work

June, 2004
Featuring: Best Practices at Gainesville City Schools; Excerpt from Five Easy Steps to a Balanced Math Program; New Seminars Scheduled, Q & A from the Real World — Is Teaching to the Test Wrong?

May, 2004
Featuring: Best Practices at Rubidoux High School (CA); Excerpt from 101 More Questions & Answers about Standards, Assessment, and Accountability; New Seminars Scheduled, Q & A from the Real World

April, 2004
Featuring: Best Practices in Wayne Township (IN); The White Way to Raise Student Achievement; Accountability in Action, an Excerpt; Q & A from the Real World

March, 2004
Featuring: Wayne Township Receives Magna Award; Best Practices at Upland Unified (CA); The Missing Link in Staff Development; Accountability for Learning, an Excerpt; Q & A from the Real World

February, 2004
Featuring: Best Practices at Elkhart Community Schools (IN); Peg Portscheller on No Child Left Behind, Why, What, and How; 101 More Questions About Standards, Assessment, and Accountability; Doug Reeves and Anne Fenske Available at Conferences; Center-Hosted Seminars in April; Q & A from the Real World

January, 2004
Featuring: Best Practices in Orange County (CA); Center Reps Available at Conferences; Using Assessments to Improve Student Learning; Center-Hosted Seminars in April; Q & A from the Real World

December, 2003
Featuring: Center Moving to New Quarters; Best Practices at Princeton City Schools; Report from the Field — Data Walls, A Success Story; Giving Children a Reason to Write; Q & A from the Real World

November, 2003
Featuring: Center Moving to New Quarters; Best Practices at Wright Elementary; Standards vs. Norms — the Difference; Q & A from the Real World

MakingStandardsWork.com
MakingStandardsWork.com

Articles

– Accountability –
Accountability at a Crossroads. (LNK) Dr. Douglas Reeves, February 2005, Virginia Journal of Education
The 90/90/90 Schools: A Case Study. (PDF) Dr. Douglas Reeves, from Accountability in Action, 2nd edition
Accountability-Based Reforms Should Lead to Better Teaching and Learning - Period. (LNK) Dr. Douglas Reeves, March/April 2002; Harvard Education Letter
Clear Answers to Common-sense Questions about Accountability. (LNK) Dr. Douglas Reeves, March/April 2000; Thrust for Educational Leadership
How some MPS schools win an 'A' for achievement. (LNK) Alan J. Borsuk, February 14, 1999; Milwaukee Journal Sentinel

– Assessment –
Defending Performance Assessments Without Being Defensive. (LNK) Dr. Douglas Reeves, June 1997; The School Administrator

– Classroom (Instruction) –
The Case Against the Zero. (PDF) Dr. Douglas Reeves, December 2004, Phi Delta Kappan
"If I Said Something Wrong, I Was Afraid." Dr. Douglas Reeves, December 2004/January 2005; Educational Leadership
Ideas for Improving High School Reading and Academic Success. (PDF) Research Abstract - Dr. Douglas Reeves, February 2002
Making Standards Work. (LNK) Rebecca Jones, September 2000; American School Board Journal
Finishing the Race. (LNK) Dr. Douglas Reeves, May/June 2000; Educational Leadership
Putting Cooperative Learning to the Test. (LNK) Laurel Shaper Walters, May/June 2000; Harvard Education Letter
Holding Principals Accountable. (LNK) Dr. Douglas Reeves, October 1998; The School Administrator

– School Improvement –
Beating the Odds. (PDF) John O. Simpson, January 2003; American School Board Journal
No Child Left Behind: New Federal Education Reform. (PDF) Dr. Michael White, Winter 2002; Ohio School Psychologist
Three Keys to Professional Development. (LNK) Dr. Douglas Reeves, February 2000; California Curriculum News Report
Responding to the Rhetoric of the Radical Right. (LNK) Dr. Douglas Reeves, March 1998; The School Administrator

– Standards –
Point Counterpoint: Take Back the Standards. (PDF - 6MB download) (Word doc - 50KB download) Dr. Douglas Reeves and Ron Brandt, January/February 2003; Leadership
Galileo's Dilemma: The Illusion of Scientific Certainty in Educational Research. (PDF) Dr. Douglas Reeves, May 8, 2002; Education Week
Standards Make A Difference: The Influence of Standards on Classroom Assessment. (LNK) Dr. Douglas Reeves, January 2001; NASSP Bulletin
Your feedback is very important. It fosters continuous improvement for me and for this work. Feel free to make additional comments on the back of this page.

What was the most helpful thing you learned as a result of this session?

What would have helped you learn more effectively/efficiently?

What questions do you still have about the discussion?

What else would you like the presenter to know about this session?

Please visit our web site at www.MakingStandardsWork.com for more information about:
- The Center for Performance Assessment
- Center seminars, institutes, and conferences
- Scheduling staff development for my school district, conference, or convention
- Catalog of books and videos
- Performance assessments linked to my state’s standards

SCHOOL DISTRICT: ________________________________________________

NAME: __________________________________________________________

CIRCLE PROPER TITLE: MR. MS. MRS. DR.

TELEPHONE: ___________________________ E-MAIL: _______________________

SCHOOL WEB SITE: ________________________________________________

SCHOOL NAME/ORGANIZATION: _______________________________________

JOB TITLE: _____________________________

BUSINESS ADDRESS: ________________________________________________

CITY, STATE, ZIP: _________________________________________________

FAX #: ____________________________________________________________
Burning Questions, Challenges, and Success Stories...

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________