

Professional Learning Workshops from *Phenomenon Science Education*



STANDARDS AND PHENOMENA II: WRITING CLASSROOM ASSESSMENTS

In this advanced professional learning workshop, you will study phenomenon-based questions and prompts that assess components of *K-12 Framework*-derived three-dimensional (3D) performance expectations.

- We review phenomenon criteria/characteristics as well as the structure and student-centered intent of 3D standards.
- We review how student proficiency for 3D standards differs from previous concepts.
- We discuss best practices in measuring student progress in the classroom.
- You will evaluate phenomena and review classroom assessments where students use combinations of the three dimensions to address those phenomena.
- You will examine phenomenon-based classroom activities and consider logical assessment points within them; you will study the associated rubrics.
- You will draft assessment questions and prompts for phenomenon-based activities.
- In the end, you will have experience drafting 3D-aligned questions and prompts for various phenomena.

S&P II should follow *S&P I*. This workshop involves sixteen contact hours. We offer it over two **in-person** days or via **online** blocks that you can schedule as you like. In addition to customizing for your specific content needs, we can negotiate a version with additional contact hours or follow-up meetings.

Learning Objectives:

1. I can use *Framework*-based tools to evaluate grade level appropriateness of 3D materials.
2. I can appropriately measure student progress through classroom assessments using best practices.
3. I can evaluate the use of a phenomenon in a 3D standards-aligned classroom assessment.
4. I can identify assessment points in classroom activities that align to 3D standards, where students learn core ideas by applying the dimensions to address workable phenomena.
5. I can appropriately use rubrics that describe and measure student progress for all three dimensions.
6. I can create appropriate phenomenon-based, 3D-aligned assessment prompts.

S&P II Continued on Next Page

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Goals:

1. You will be able to implement phenomenon-based, student-centered, 3D-aligned assessments in your classroom.
 - a. You will be able to appropriately interpret 3D standards.
 - b. You will be able to appropriately measure student progress through classroom assessments using best practices.
 - c. You will create phenomenon-based, 3D-aligned assessment questions and prompts.

<https://www.phenomenon.science/standards-and-phenomena-courses>

Contact us to schedule a session: josh@phenomenon.science