

DODGE CITY MIDDLE SCHOOL

Common Core Initiative Alignment to District Goals

STUDENT CENTERED LEARNING GOALS

What is student centered learning?

- Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning.
- Learning-centered teaching focuses on the process of learning.

Student and Teacher Role

- The functions of the content in learner-centered teaching include building a strong knowledge foundation and to develop learning skills and learner self-awareness.
- The roles of the instructor should focus on student learning. The roles are facilitative rather than didactic.

Accountability

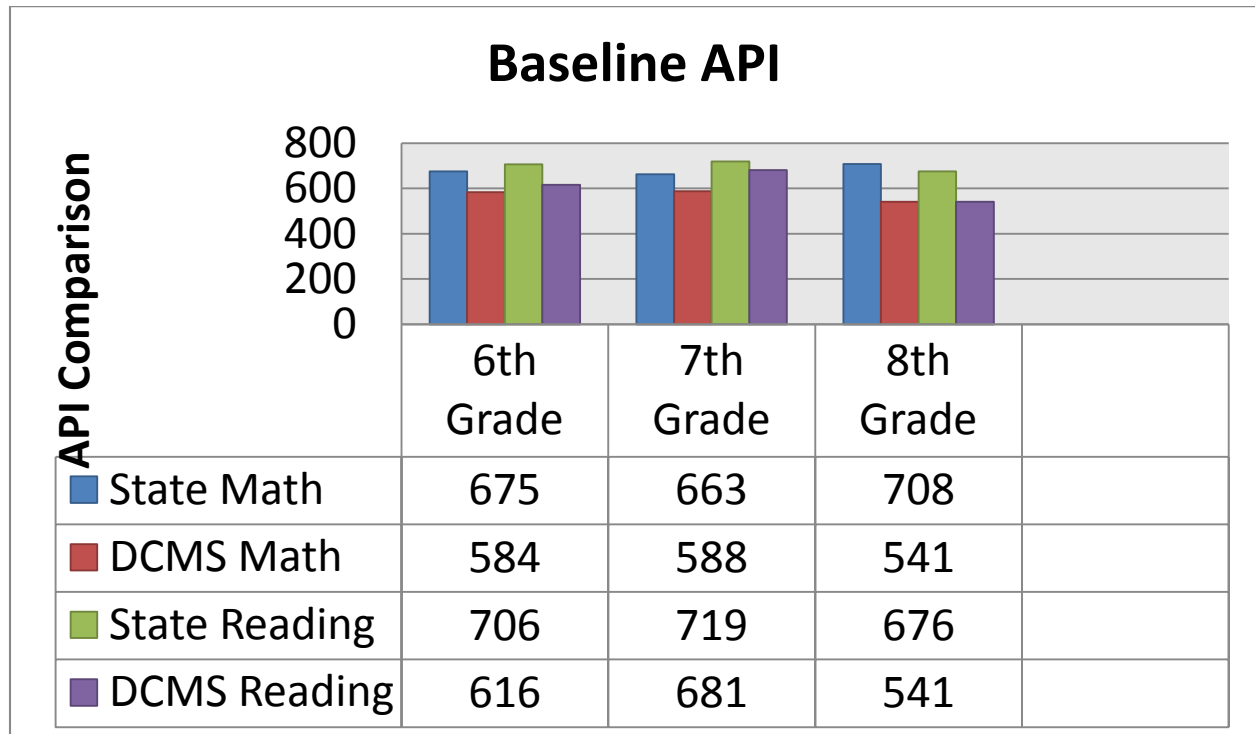
- The responsibility for learning shifts from the instructor to the students. The instructor creates learning environments that motivate students to accept responsibility for learning.
- The processes and purposes of assessment shift from only assigning grades to include constructive feedback and to assist with improvement. Learner-centered teaching uses assessment as a part of the learning process.

STUDENT CENTERED INSTRUCTIONAL IMPROVEMENT GOALS 2012 – 2013

- Provide students with reinforcing statements that are related to individual knowledge contributions and learning goal attainment. Target Percentage Goal 80%
- Enhance student understanding of content by engaging them in lessons that allow them to mentally process information by identifying similarities and differences between interrelated concepts. Target Percentage Goal 50%
- Provide every student with a direction for learning that is relative to a particular learning goal. Target Percentage Goal 85%
- Engage students in the mental process of using knowledge by generating and testing hypotheses: Target Percentage Goal 50%
- Enhance the students' ability to synthesize information in ways that captures the main ideas and supporting details of each instructional objective: Target Percentage Goal 80%
- Provide in every lesson ways that students can use and organize what they are taught: Target Percentage Goal 90%

- Enhance the student’s ability to represent and elaborate on knowledge using mental images. Target Percentage Goal 50%
- Provide students with opportunities to interact with each other in ways that enhance their learning. Target Percentage Goal 50%

DCMS BASELINE ACADEMIC PERFORMANCE INDEX



SUMMATIVE BENCHMARK ASSESSMENT CALENDAR

This year we will address summative assessment benchmarks at the end of each quarter in all four core subject areas. The summative assessment schedule will be blocked out into a 45 minute or more assembly schedule configuration over two consecutive days. The assessment schedule will provide one time slot for math and science. The second assessment schedule will provide a time slot on an opposite day for English Language Arts and Social Studies. The formative assessments dates tentatively scheduled for the 2012 – 2013 are as follows.

- October 9th and 10th
- December 4th and 5th
- January 29th and 30th

BENCHMARK CROSSOVERS CORRELATING STATE ASSESSMENTS TO COMMON CORE UNITS OF STUDY

To determine benchmark assessment items will require the PLC teams in each core subject area to review Common Core Units as they are currently correlated with the state standards test bank. A rubric has been developed to provide guidance on how to select existing summative assessment items from the existing test bank. The rubric provides correlation considerations as the assessment is matched against existing state standards and common core units being taught.

Process

Please note that this is step one of a three step process. The goal of step one is to create a test sampling of at least ten assessment items that matches both a state standard and a common core unit of study. Do not be concerned about the next step. Keep your focus on the selection of ten items. Try to complete the task within the first two PLC meetings.

Activity Description

The goal is to select ten multiple choice summative assessment items from last year's test bank that you would like for your PLC group to administer at the end of the first quarter. To accomplish this goal you must have at least ten items that matches both 1) unit one of the common core and 2) a state standard. The test bank will provide you with a resource of assessment items. You may break up into groups as long as you have two disciplines within one group. All assessment items must be above the DOK level 1. You can select more items than ten as long as you have ten assessment items that match both a state standard and a common core standard for unit one. Please use the following criteria for checking off each assessment item. To complete this task you will need the following tools and assets.

- Mastery Check Test Bank Located on the Teacher Shared Drive
- Common Core Unit One
- DOK Chart
- Depth of Knowledge Overview