The Model Curriculum for PA School Library Programs, Grade Band Pre-Kindergarten-2
Stage 2 Assessment Evidence:
Suggestions for Developing Performance Tasks

This section includes:

- Student competencies for which there are no Performance Tasks, Rubrics or Learning Plans
- Suggestions for developing written, oral or visual performance tasks for these competencies
- Other sources of Assessment Evidence

From these suggestions, you can develop performance tasks.

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Text Features (Grade 2)
Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.2.E   Use various text features and search tools to locate key facts or information in a text efficiently.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Use various text features and search tools to locate key facts or information in text efficiently in print and digital sources.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Advertisement, journal, log

Oral: Conversation, oral presentation, dramatization

Visual: Advertisement, diagram, model

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Text Features (Grade 1)
Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.1.E   Use various text features and search tools to locate key facts or information in a text.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Identify text features to locate key facts or information in text.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Advertisement, journal, log

Oral: Conversation, oral presentation, dramatization

Visual: Advertisement, diagram, model

Sources of Assessment Evidence:

☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
☐ Written responses to academic prompts (short-answer format)
☐ Extended written products (e.g., essays, lab reports)
☐ Long-term, authentic assessment projects (e.g., senior exhibit)
☐ Digital and/or print portfolios– collections of student work over time
☐ Reflective journals or logs
☐ Informal, ongoing observations of students
☐ Formal observations of students using observable indicators on criteria list
☐ Student self-assessments
☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Text Features (Grade K)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.K.E   Identify parts of a book (title, author) and parts of a text (beginning, middle, end, details).

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…)*:
Effective readers use appropriate strategies to construct meaning.	Identify parts of book (e.g., title, author) and parts of text (e.g., beginning, end, details).

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, book report

Oral: Conversation, oral presentation, podcast

Visual: Advertisement, book cover, book poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
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- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Text Features (Grade PK)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.PK.E   Identify the front cover, back cover and title page of a book.

Understandings (Students will understand that…): Effective readers use appropriate strategies to construct meaning.	**Competencies** (Students will know/be able to…): Locate and identify parts of book.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Book log

Oral: Conversation, oral presentation, podcast

Visual: Advertisement, book cover, book poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Evaluating Diverse Media (Grade K)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.K.G Answer questions to describe the relationship between illustrations and the text in which they appear.

Understandings (*Students will understand that…):*	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Describe relationships between illustrations and text.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Book report, letter, essay

Oral: Conversation, discussion

Visual: Poster, flyer, drawing

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios– collections of student work over time
- Reflective journals or logs
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Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Evaluating Diverse Media (Grade PK)

Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.PK.G With prompting and support, answer questions to connect illustrations to the written word.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	With support, identify illustrations that connect with written words.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Book report, letter, essay

Oral: Conversation, discussion

Visual: Poster, flyer, drawing

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
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- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Evaluating Arguments (Grade 2)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.2.H Describe how reasons support specific points the author makes in a text.

Understandings (*Students will understand that…):*	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Describe text that supports author's points.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, letter, log

Oral: Conversation, discussion

Visual: Flier, flowchart, diagram

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Evaluating Arguments (Grade 1)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.1.H Identify the reasons an author gives to support points in a text.

Understandings (*Students will understand that…***):** Effective readers use appropriate strategies to construct meaning.	**Competencies** *(Students will know/be able to…):* Identify details author uses to support points in text.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, letter, log

Oral: Conversation, discussion

Visual: Flier, flowchart, diagram

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Evaluating Arguments (Grade K)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.K.H With prompting and support, identify the reasons an author gives to support points in a text.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…)*:
Effective readers use appropriate strategies to construct meaning.	With support, identify why author uses certain details to support points in text.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, letter, log

Oral: Conversation, discussion

Visual: Flier, flowchart, diagram

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Informational Texts & Literary Nonfiction (Grade K)
Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.K.L Actively engage in group reading activities with purpose and understanding.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Engage in reading activities related to nonfiction with purpose and understanding.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, diary entry, book log

Oral: Conversation, discussion, podcast, oral report

Visual: Poster, scrapbook, book cover, computer graphic, flier

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Informational Texts & Literary Nonfiction (Grade PK)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.2.PK.L With prompting and support, actively engage in group reading activities with purpose and understanding.

Understandings (*Students will understand that…***):**	**Competencies** (*Students will know/be able to…*):
Effective readers use appropriate strategies to construct meaning.	With prompting and support, actively engage in group reading sources.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Journal, diary entry, book log

Oral: Conversation, discussion, podcast, oral report

Visual: Poster, scrapbook, book cover, computer graphic, flier

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
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- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Author and Illustrator Roles (Grade K)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.K.D Name the author and illustrator of a story and define the role of each in telling the story.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Define roles of author and illustrator.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Book report/review, letter, journal

Oral: Oral report, conversation, discussion, podcast

Visual: Display, flowchart, book poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.

Library Information Concept: Identifying Author and Illustrator Roles (Grade PK)

Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.PK.D With prompting and support, name the author and illustrator of a story.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Locate author's and illustrator's names on book cover or title page.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Book report/review, letter, journal

Oral: Oral report, conversation, discussion, podcast

Visual: Display, flowchart, book poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
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- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Explaining Different Types of Text (Grade 1)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.1.E Explain major differences between books that tell stories and books that give information, drawing on a wide reading or range of text types.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Explain differences between fiction and nonfiction texts.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, newspaper article, report

Oral: Skit, puppet show, teach a lesson

Visual: collage, diagram, drawing, computer graphic, book poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Explaining Different Types of Text (Grade K)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.K.E Recognize common types of text.

Understandings (_Students will understand that…_):	**Competencies** _(Students will know/be able to…)_:
Effective readers use appropriate strategies to construct meaning.	Compare and contrast differences between fiction and nonfiction.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, newspaper article, report

Oral: Skit, puppet show, teach a lesson

Visual: collage, diagram, drawing, computer graphic, book poster

Sources of Assessment Evidence:

- Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- Written responses to academic prompts (short-answer format)
- Extended written products (e.g., essays, lab reports)
- Long-term, authentic assessment projects (e.g., senior exhibit)
- Digital and/or print portfolios– collections of student work over time
- Reflective journals or logs
- Informal, ongoing observations of students
- Formal observations of students using observable indicators on criteria list
- Student self-assessments
- Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Explaining Different Types of Text (Grade PK)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.PK.E   With prompting and support, recognize common types of text.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…)*:
Effective readers use appropriate strategies to construct meaning.	Recognize different types of texts.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Brochure, newspaper article, report

Oral: Skit, puppet show, teach a lesson

Visual: collage, diagram, drawing, computer graphic, book poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
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- ☐ Reflective journals or logs
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- ☐ Formal observations of students using observable indicators on criteria list
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- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Literary Elements (Grade K)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.K.G Make connections between the illustrations and the text in a story (read or read aloud).

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	Find connections between words and illustrations in book read aloud or read alone.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:	**Sources of Assessment Evidence:**
Written: Story, magazine article, journal **Oral:** Conversation, skit, poem, song **Visual:** display, poster, model	☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests ☐ Written responses to academic prompts (short-answer format) ☐ Extended written products (e.g., essays, lab reports) ☐ Long-term, authentic assessment projects (e.g., senior exhibit) ☐ Digital and/or print portfolios– collections of student work over time ☐ Reflective journals or logs ☐ Informal, ongoing observations of students ☐ Formal observations of students using observable indicators on criteria list ☐ Student self-assessments ☐ Peer reviews and peer response groups Other: _____ McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Literary Elements (Grade PK)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.PK.G Describe pictures in books using details.

Understandings (_Students will understand that…_): Effective readers use appropriate strategies to construct meaning.	**Competencies** _(Students will know/be able to…)_: Describe illustrations in story read aloud.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Story, journal

Oral: Conversation, skit, poem

Visual: Display, model, poster, collage

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
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- ☐ Peer reviews and peer response groups

Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Identifying Literary Elements (Grade PK)

Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.PK.H Answer questions to compare and contrast the adventures and experiences of characters in familiar stories.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…)*:
Effective readers use appropriate strategies to construct meaning.	Identify characters in familiar stories and what happens to these characters. Answer questions about characters and compare with characters from other familiar stories.

What understandings will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Story, magazine article, journal

Oral: Conversation, skit, poem

Visual: Display, model, drawing, collage

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
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Other: _____

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Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Literary Fiction (Grade K)
Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.K.K Actively engage in group reading activities with purpose and understanding.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	With assistance, select grade-level-appropriate literature. Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.

What understandings/competencies will be assessed through this task?
Locate and select literature with assistance.

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Story, journal, book report

Oral: Conversation, dramatization, speech, poem, song

Visual: Scrapbook, collage, poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Effective readers use appropriate strategies to construct meaning.
Library Information Concept: Selecting Literary Fiction (Grade PK)
Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.3.PK.K With prompting and support, actively engage in group reading activities with purpose and understanding.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Effective readers use appropriate strategies to construct meaning.	With prompting and support, actively engage in group reading activities in variety of genres. Use illustrations and familiar words to create meaning from text by questioning, reflecting, responding and evaluating.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Story, journal, book report

Oral: Conversation, dramatization

Visual: Scrapbook, collage, poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.
Library Information Concept: Evaluating Sources (See Also Effective Research Big Idea) (Grades PK-2)
Stage 1:   Desired Results

Established Goals (Business Computers Information Technology Standard):
15.4.PK-2.L   With help and support, use web browser to locate content-specific websites.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…):*
Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	With help and support, use web browser to locate content-specific websites.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Log, memo, report

Oral: Demonstration, conversation

Visual: Website, flyer

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
Library Information Concept: Describing Key Ideas and Details (Grade 2)
Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.5.2.B Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…):*
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Describe key ideas from text read aloud or presented orally or in another media format.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Essay, letter, story, diary entry

Oral: Oral presentation, dramatization, skit, demonstration

Visual: Display, painting, drawing, bookmark

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
Library Information Concept: Describing Key Ideas and Details (Grade 1)

Stage 1:   Desired Results

Established Goals (English Language Arts Standard):
CC.1.5.1.B Confirm understanding of a text read aloud or information presented orally or through other media by asking questions about key details and requesting clarification if something is not understood.

Understandings (*Students will understand that…***):**	**Competencies** *(Students will know/be able to…):*
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Confirm understanding of text read aloud or presented orally by asking and answering questions about key details.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Essay, letter, story

Oral: Oral presentation, dramatization, interview

Visual: Display, painting, drawing

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.

Library Information Concept: Describing Key Ideas and Details (Grades PK-K)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.5.PK-K.B Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…):*
Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.	Ask and answer questions about key details in text read aloud or presented orally.

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Letter, story

Oral: Oral presentation, dramatization, poem, skit, interview

Visual: Display, painting, drawing

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.

Library Information Concept: Book & eReader Handling Skills (Grade K)

Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.1.K.A Utilize book handling skills.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…):*
Effective research requires the use of varied resources to gain or expand knowledge.	Demonstrate proper book handling skills and correct procedures for using eReader devices (e.g., how to turn device on and off, turn pages, protect screen).

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Instructions

Oral: Oral report, demonstration, puppet show

Visual: Cartoon, game, collage, poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria*:* ASCD, 2004. Print.

Big Idea: Effective research requires the use of varied resources to gain or expand knowledge.
Library Information Concept: Book & eReader Handling Skills (Grade PK)
Stage 1: Desired Results

Established Goals (English Language Arts Standard):
CC.1.1.PK.A Practice appropriate book handling skills.

Understandings (*Students will understand that…*):	Competencies *(Students will know/be able to…)*:
Effective research requires the use of varied resources to gain or expand knowledge.	Demonstrate proper handling skills for print (e.g., how to open and hold properly, turn pages correctly, use book marks, and return materials to proper place).

What understandings/competencies will be assessed through this task?

Stage 2: Assessment Evidence

Possible Products and Performances:

Written: Instructions

Oral: Oral report, demonstration, puppet show

Visual: Cartoon, game, collage, poster

Sources of Assessment Evidence:

- ☐ Selected-response-format (e.g. multiple choice, true-false) quizzes and tests
- ☐ Written responses to academic prompts (short-answer format)
- ☐ Extended written products (e.g., essays, lab reports)
- ☐ Long-term, authentic assessment projects (e.g., senior exhibit)
- ☐ Digital and/or print portfolios– collections of student work over time
- ☐ Reflective journals or logs
- ☐ Informal, ongoing observations of students
- ☐ Formal observations of students using observable indicators on criteria list
- ☐ Student self-assessments
- ☐ Peer reviews and peer response groups

Other: _____

McTighe, Jay and Wiggins, Grant. *Understanding by Design: Professional Development Workbook.* Alexandria: ASCD, 2004. Print.