**PKL Little Helper**

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| **P**erformance-Based Assessment | We lose what we don’t use.  Practice is more meaningful and focused when we’re getting ready for a performance / big game.  Performance improves when practice increasingly looks like the performance.  To teach for understanding is to teach for transfer—the capacity to apply learning in real performances.  Consolidation—the non-conscious process by which our brains determine what to hang on to—can be increased through stories and scenarios with characters and conflicts that require some type of purposeful action. | At **pklresources.weebly.com**:  Go to the *Performance-Based Assessment* page and check out:   * Read the first part of this page: *Performance-Based Assessment Defined* * Read Marc Chun’s *Taking Teaching to Task* * Use GRASPS—super simple and handy formula/acronym to help us create performance-based assessments—and begin creating a performance-based assessment of your own design   To go deeper:   * Read Wiggins’ blog post about the concept of transfer * Read Wiggins’ piece: *Everything you know about curriculum might be wrong* |
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| Know, Understand, Do | There is a structure to meaning, and distinguishing among knowledge, understandings, and skills enables teachers to adjust their approach to assessment and instruction, depending on what type of meaning making is being emphasized (K, U, or D).  The brain looks for recurring patterns, so recurring concepts / understandings help create the kind of mental schema that enables more knowledge and skills to stick.  The more clear teachers can be about the structure of meaning in their discipline/setting, distinguishing among K, U, and D, the more likely that students will begin to develop a schema for meaning making across settings. | At **pklresources.weebly.com**:  Go to the *KUD* page and check out:   * Lynn Erickson’s slides (be sure to get to her series of slides that show examples of the structure of meaning in several discipline areas). * Check out the link to CVU Learns, which includes examples of KUDs by across disciplines. * Read Lynn Erickson’s article, CBI Basics. * Download the KUD template, and you’re off! |
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| Learning Targets & Learning Scales | *The Expert Blindspot: The Tappers / Listeners Research*  The more humans learn / understand a topic / discipline, the harder it can be for them to imagine the beginner’s mind. The antidote: remind ourselves that even when we think we’re being clear, we most likely could do more—learning targets and learning scales, for example—to help our students understand us and our discipline.  The brain likes to have some autonomy and a sense of making progress, and learning scales can help enable both.  The one who does the work does the learning, and well-designed learning scales invite learners to play a more active role doing the work.  Clarity creates competence and diminishes resistance. | At **pklresources.weebly.com**:  Go to the *Learning Targets and Learning Scales* page and check out:   * Read through the step-by-step directions. * If you haven’t already, check out *Compare the Two Approaches.* * Check out the examples we’ve included. * Scroll down to the bottom of the page, and check out the doc titled “beforeduringafter”, teachers experienced with using learning targets / learning scales with their students reflecting on how they use this tool before, during, and after instruction.   **Reminders:**  **Design Features of Learning Scales**   1. Describes what students can do in positive language.  * Written in first person (student friendly language) * Emphasizes what students can do (not what they can’t do) to make progress.  1. Emphasizes skills that are moving toward transfer. 2. Offers direction to the teacher and student as to what to do next to support student learning. |