

PRIORITIZED STANDARDS, PROFICIENCY SCALES & EFFECTIVE CLASSROOM ASSESSMENT

WEBINAR SERIES

REGISTER AT:

WWW.ESCWEB.NET/ND_REA

APRIL 18, MAY 7, JUNE 18

TIME: 3:45 - 5:00PM

FREE!



**PHIL
WARRICK**

Phil Warrick, EdD, is associate vice president of Marzano Research, an author and consultant and has worked globally in the areas of school leadership, instruction, collaborative practices, and grading. He was an award-winning administrator in Nebraska for nearly 12 years. He has been an adjunct professor at Peru State College since 2005.



MARZANO Research
Leading the Way

Webinar 1

APRIL 18

Webinar 2

MAY 7

In the standards-era of education, it is critical that schools develop a Guaranteed and Viable curriculum. A guaranteed curriculum means all teachers will teach the same priority standards for the same course and/or grade level. A viable curriculum is one that can be taught in the time available for teachers to do so.

OBJECTIVE:

- Learn a process for identifying priority standards for a guaranteed and viable curriculum.

OBJECTIVES:

- Understand the concept of proficiency scales and how to develop proficiency scales for priority standards.
- Explore how proficiency scales are used instructionally for standards-based teaching and learning.

Webinar 3

JUNE 18

Assessment is first and foremost a teaching tool, not just a grading tool. Developing quality assessments and using a variety of assessment practices is one of the most important aspects for teaching and learning in the standards-based learning environment.

In this webinar, participants will look at formative and summative assessments as well as three different types that can be used for either formative or summative purposes.

OBJECTIVES:

- Learn three types of classroom assessment that can be used to monitor student progress toward proficiency in a priority standard.
- Understand how proficiency scales inform the development of assessments that reflect the correct levels of rigor identified in the standards.
- Explore the use of common assessments in the teaching and learning process.
- Understand the concept of question sequencing as a formative assessment practice.

For more information:

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