

Performance Verbs

Audience: K-12 Teachers, Principals

Time: 90 minutes

PROCEDURES

- 1) Review students' strength and challenge areas, as identified in item analysis reports. Direct participants to identify the standard and benchmark that align with these items.
- 2) Place participants in grade level teams. After selecting critical benchmarks to examine, direct participants to highlight the performance verbs within each individual benchmark in the Ohio Academic Content Standards.
- 3) Give each grade level group the *Defining Performance Verbs* chart. Explain that some common performance verbs are already listed. Have each grade level group add any additional highlighted performance verbs they find to their chart. Add definitions for the additional performance verbs, using a dictionary.
- 4) Provide ample time for discussion and consensus building as group members fill in the columns: **OUR DEFINITION** and **SKILLS NEEDED**. Guide groups to define the verbs in their own words, giving special consideration to the action(s) students must take when working in this content area.
- 5) Instruct groups to locate their verbs on the *Bloom's Taxonomy* list and consider the level of cognitive demand required. Bloom's level is noted on the *Defining Performance Verb* chart. Mathematics teachers consider the complexity level of the OAT/OGT mathematics questions as well. The complexity levels (low, moderate or high) are provided for released test items.
- 6) Provide sufficient time for teams to complete their charts and determine the level of cognitive demand required. Ask participants to reflect on their own instructional practice by responding to the following question:
 - In what ways will this information inform your classroom instruction and assessment practices?
- 7) Reinforce that alignment is critical. Instruction must match the level of cognitive demand required by the standards/test items for students to perform optimally on state assessments.

COMMENTS TO FACILITATOR

In Module III participants identified successful and challenging items, and will use this data in step one of this activity as they move to interpreting and using the data.

The final reflection is discussed orally and charted on paper or conducted as a *Think-Pair-Share* activity.

LEARNING OBJECTIVE

Participants will determine the level of cognitive demand required by the Ohio Academic Content Standards and the Ohio Achievement and Ohio Graduation Tests.

DESCRIPTION

In this activity participants use their item analysis data to identify the benchmarks assessed, and the level of cognitive demand required. As the chart is filled in, participants deepen their understanding of benchmark requirements as well as consider the potential impact on student instruction.

MATERIALS AND RESOURCES

- Item analysis data
- *Defining Performance Verbs* chart
- *Blooms Taxonomy* list of verbs
- Copies of the Ohio Academic Content Standards/Benchmarks.
- A dictionary per grade level group or access to an online dictionary
- Highlighters
- Optional: *Frayer Model* worksheet
- Optional: *Performance Verb Card Sort*

VARIATIONS & EXTENSIONS

Use the *Frayer Model* worksheet to expand the understanding of performance verbs which occur more frequently, or across grade levels.

In step two, write performance verbs directly on the *Defining Performance Verbs* chart in place of highlighting the words first.

To better understand the verbs, use the *Performance Verb Card Sort* activity rather than defining verbs with a dictionary.

Extend the activity by engaging participants in a vertical conversation after grade level teams have discussed the performance verbs.

NOTES