



Standards-Based Bulletin Boards

Tuesday, January 17, 2012
Principals' Meeting



Questions:

- How do your teachers demonstrate the rigor of the standards-based assignments?
- How do your teachers demonstrate that their students are achieving proficiency on these standards-based assignments?
- How do your students know that they are reaching proficiency on a standard?
- How do students judge their own work?
- How do you communicate to visitors the level of rigor in your classrooms?



Answer:

- By using a Standards-Based Bulletin Board.
- A Standards-Based Bulletin Board provides the vehicle to communicate rigorous standards-based instruction and achievement to all stakeholders—students, teachers, administrators, parents, board members, LAUSD, and other visitors.

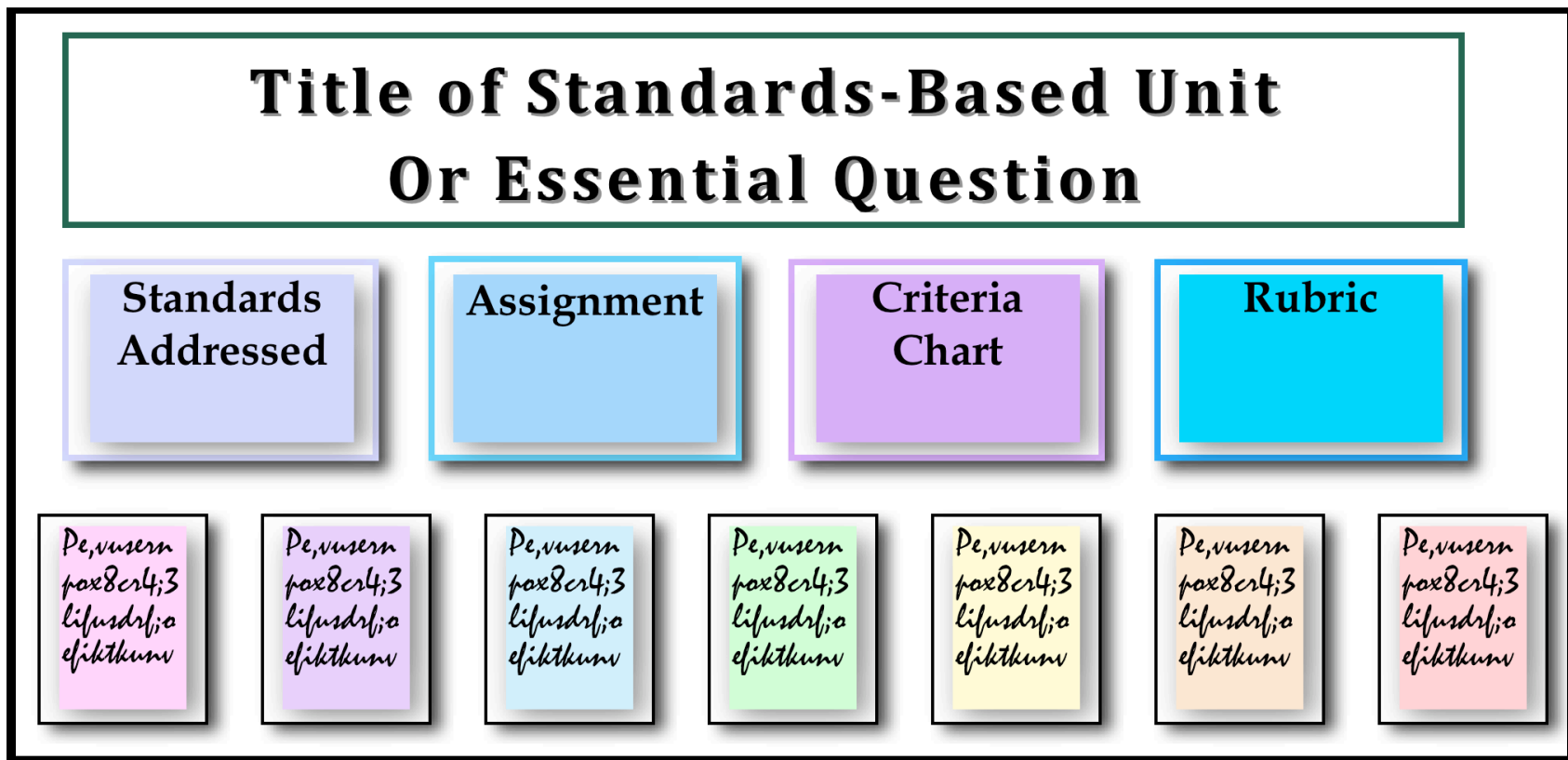


What is a Standards-Based Bulletin Board?

- A Standards-Based Bulletin Board is a format for demonstrating the rigorous standards-based assignments that students produce as they work towards proficiency.



Visual of a Standards-Based Bulletin Board





Sample Standards-Based Bulletin Board

Title or EQ

Gizmos Light it up

Commentary

Commentary

Student Work

Standards

Model/ Criteria

Model/ Criteria

Assignment or Task with Rubric

Science Benchmarks

Parallel Circuit

Series Circuit

Task

The bulletin board features a green background with a decorative border of autumn leaves and a lightbulb. It includes several framed sections: 'Science Benchmarks' with text about energy conversion; 'Parallel Circuit' and 'Series Circuit' with circuit diagrams; 'Task' with instructions for a student experiment; and multiple 'Commentary' sections. Handwritten student work is also displayed. A central image shows a computer monitor displaying a website. Labels with white backgrounds and black borders identify the different components of the board.



Standards-Based Bulletin Board Samples

This bulletin board, titled "Standards-Based Bulletin Board" for Shaiyanna McGhee, 6th grade at Manchester Middle, is displayed on a red background. It features several sections:

- Standards:** Includes MG02 (Students will further develop their understanding of solid figures) and MG01 (Students will determine the volume of prisms).
- Student Work:** A handwritten paper by Shaiyanna McGhee discussing the volume of prisms and pyramids, with a blue paper kite attached to it.
- Rubric:** A table titled "Rubric for Constructing a Tetrahedron kite" with columns for "Name" (Shaiyanna), "Content", "Writing", and "Communication".
- Teacher Commentary:** A handwritten note from the teacher praising Shaiyanna's effort and the kite's appearance.
- Writing:** A section titled "Writing" with a Venn diagram comparing 2-dimensional and 3-dimensional figures.
- Other:** A blue geometric pattern in the top left and a blue paper kite in the center.

This bulletin board, titled "Standards-Based Bulletin Board" for Hannah Payne, 6th grade at Mrs. Dunn, is displayed on a yellow background. It features several sections:

- Standards:** Includes MG02 (Students will further develop their understanding of solid figures) and MG01 (Students will determine the volume of prisms).
- Student Work:** A handwritten paper by Hannah Payne discussing the volume of prisms and pyramids, with a blue paper kite attached to it.
- Rubric:** A table titled "Rubric for Constructing a Tetrahedron kite" with columns for "Name" (Hannah), "Content", "Writing", and "Communication".
- Teacher Commentary:** A handwritten note from the teacher praising Hannah's effort and the kite's appearance.
- Writing:** A section titled "Writing" with a Venn diagram comparing 2-dimensional and 3-dimensional figures.
- Other:** A blue geometric pattern in the top left and a blue paper kite in the center.

Standards-Based Bulletin Boards



Standards-Based Bulletin Board Samples

STEPPING UP TO A 4

TASK
STUDENTS CLEANED UP THEIR ROUGH DRAFT AND WROTE THEIR FINAL COPY.

TASK
ALL PRE-WRITING ASSISTED STUDENTS TO CREATE THEIR ROUGH DRAFT. THE ROUGH DRAFT WAS REVISED BEFORE STUDENTS CREATED A FINAL COPY.

TASK
AFTER THE FLOW MAP, STUDENTS WERE ASKED TO SPICE UP THEIR WRITING WITH THEIR DAPPS MAP.

TASK
STUDENTS CREATED A FLOW MAP TO ORGANIZE THEIR BODY PARAGRAPHS USING THE 5 MEDIA QUESTIONS.

TASK
STUDENTS THEN BEGAN TO WRITE THEIR INTRODUCTION AND CONCLUSION FOR THEIR PAPER.

TASK
STUDENTS USED A TREE MAP TO ORGANIZE THE MOST CRITICAL PARTS OF THEIR STORY.

TASK
STUDENTS CREATED A CIRCLE MAP TO BRAINSTORM POSSIBLE STORY TOPICS.

PROMPT
WRITE A COMPOSITION ABOUT A TIME WHEN YOU THOUGHT YOU WERE RIGHT.

PROMPT
WRITE A COMPOSITION ABOUT A TIME WHEN YOU THOUGHT YOU WERE RIGHT.

STANDARDS
L1-REWRITE THE ELEMENTS OF THE WRITING PROCESS—PLANNING, WRITING, REVISING, EDITING AND PUBLISHING—TO COMPLETE TASKS. (L2) APPLICABLE WRITING & SPEAKING. (L3) APPLICABLE READING THROUGH THE USE OF VARIOUS DETAILS. (L4) REVISIONS THAT DEVELOPS THE STORY. (L5) WRITING USING. (L6) REVISIONS LANGUAGE/COMING. (L7) REVISIONS. (L8) REVISIONS ARE EXPECTED TO WRITE A FORMAL NARRATIVE THAT HAS A CLEARLY DEFINED BEGIN AND CONCLUSION AND THE IMPORTANCE OF THE MESSAGE FOR ACTION. (L9) REVISIONS.

CIRCUMSTANCE OF PERFORMANCE
THE STUDENTS COMPLETED THEIR PRE-WRITING IN CLASS WITH SOME TEACHER ASSISTANCE.

Final copy

Rough draft

DAPPS

Flow Map

Introduction / Conclusion

Tree Map

Circle Map

Autobiographical Incident

Autobiographical Incident

Standards-Based Bulletin Boards



What are the components of a Standards-Based Bulletin Board?

There are several components to a Standards-Based Bulletin Board.

1. Title of Standards-Based Unit or Essential Question (EQ)
2. Standard(s) Addressed
3. Assignment
4. Criteria Chart and/or Rubric
5. Student work with teacher commentary



How to Prepare a Standards-Based Bulletin Board

1. Title of the Standards-Based Unit or Essential Question (EQ) should head the Bulletin Board.
2. The Standards addressed in the unit should be posted.
3. The Assignment with all the requirements should be posted.



How to Prepare a Standards-Based Bulletin Board

4. The Criteria Chart and/or Rubric for the unit/assignment should be posted because it delineates the requirements for achieving mastery of the standards addressed.
5. Post student work with teacher commentary that reflects the rubric and the assessment.



Essential Question Examples

- How do publishing houses make decisions about submitted manuscripts? (8th grade)
- How does an organism's structure enable it to survive in its environment? (science)
- What does our past 25 years say our next 25 years will be like? (history)
- How can statistics lie? (math)
- How is intelligence measured? (11th grade)
- Can you really change someone else? (12th grade)



CA Content Standards

- Standard(s) is posted in language the student can understand so it can be explained by students
- EQ/theme is connected to the standard
- Guides the lesson/unit
- Student understands where he/she is in relationship to the standard
- Teacher continually connects learning to the standard



Teacher Commentary

- Why should commentary reflect the rubric?
 - Comments like “good job” are great for the ego, but do little to help a student improve or know what they did well so that they could do it again
 - Commentary rooted in the rubric helps students know concretely what criterion they met and those that they need to improve



Teacher Commentary

- Feedback to students that tells the student what s/he did well
- Feedback to students that tells the student how to improve
- Opens communication between teacher and student
- Provides opportunities to:
 - Correct knowledge gaps or skills deficits
 - Provide specific and helpful information for improvement
 - Encourage the student to keep trying
 - To revise and resubmit



Teacher Commentary

- Usually includes:
 - A positive statement about the student work and the student’s progress toward meeting the standard(s)
 - An identified area for improvement
 - Specific information on how to “grow” toward meeting the standard.
 - Opportunities for the student to revise and resubmit the work

ASSESSING MY PROGRESS

NAME: [redacted] FORM: MO

ATTEMPT No ① ② Fantastic!

Descriptors of achievement	Achievement Continuum		Not done!
	Closely matches the descriptor	Limited match to descriptor	
V clear understanding of UD	✓	✓	
Effective use of named examples	✓	✓	✓
Data support/evidence given			✓
Justified points made			✓
Terminology	✓	✓	
Clear reasoning in explanation	✓		✓
	A	B	C

Need to give more evidence + examples
Need detail
Highlighted = area for future focus

Did I use stereotypes? Y N
Did I make big generalisations? Y N

SELF REVIEW COMMENT AND ACTION ('what' and 'how' to improve, how move up the continuum of achievement?)
I am going to find more evidence and put it into my next piece. I will also add more detail to work and expand on points.

excellent progress! Such a good definition! keep using examples + links.

Achievement indicators were discussed before pupils began work so that they knew how they were to be assessed

Important aspects of achievement were separated and judged on a continuum, thus flexibility was built into the feedback

Red writing is feedback on an early attempt at defining Uneven development

Giving these ideas separate consideration Allowed pupils to reflect on how they Referred to other places and people and triggered useful discussion

Pupils were asked to reflect on their own work and so could suggest actions to help them improve

Feedback on a later attempt was Given in green on the same sheet so That pupil and teacher could see progress



Teacher Commentary

- **Example:**

“Maria, You did a great job on drawing the right triangle, labeling the hypotenuse, and remembering the Pythagorean theorem. However, the answer was incorrect because you forgot to correctly complete the formula. Remember that to ‘square a number’ you multiply the number by itself, not by 2.”



Standards-Based Bulletin Boards

- Tips:
 - Update frequently so it is an instructional tool
 - Are used by student and teacher throughout the unit
 - Often this helps the student improve work and resubmit
 - At the beginning of the school year, the student work will not yet be proficient, but it will still be rigorous



Presentation is Everything!

Sample Reflective Questions

Checklist for Teachers:

- Does my bulletin board have an EQ/Title that brings all the pieces together?
- Is my board appealing?
- Is my most important point displayed at eye level?
- Is my bulletin board easy to read and follow from left to right?



Presentation is Everything!

Sample Reflective Questions

Checklist for Teachers:

- Does all my work on SB BB in class and hallways look fresh and display current work?
- Is my commentary easy to read? Are there any spelling or grammar mistakes on my board?
- Do my bulletin board borders/background look new?
- Do my borders coordinate well with the theme or color of my board?