Talking Points

Personalized Learning

* Students are literary agents presenting to Random House Publishing for a contract to publish “Blood on the River” by Elisa Carbone.
* Students created their learning path for understanding change generalizations, character development, and problem/resolution.
* The ITS came in and taught students how to create a webpage, how to use the Share4 program, and how to imbed videos.
* The students chose their own teams, planned out their project, and began creating their presentation.
* Students presented for 3rd and 4th graders/ the visitors went back to their classrooms and created a plus delta to evaluate the presentations. At the same time the 5th graders evaluated themselves with a plus delta and compared the data from the other grade levels and made adjustments.
* Students are in the process of creating their own rubric for this assignment. They have been given a document called “Words and Phrases for Prompt and Rubric Design”. This document has led the discussion of what they want their rubric to look like.
* Today students will be using their rubric to improve their presentations to make sure they are at least at the Practitioner level and the Expert level.
* The students chose the rubric words: Novice, Apprentice, Practitioner and Expert. There was a long discussion about using Exemplary, but the students decided on Expert for the highest level of achievement.