TEAM Best Practices Video Library

Student Work

Culminating Activity

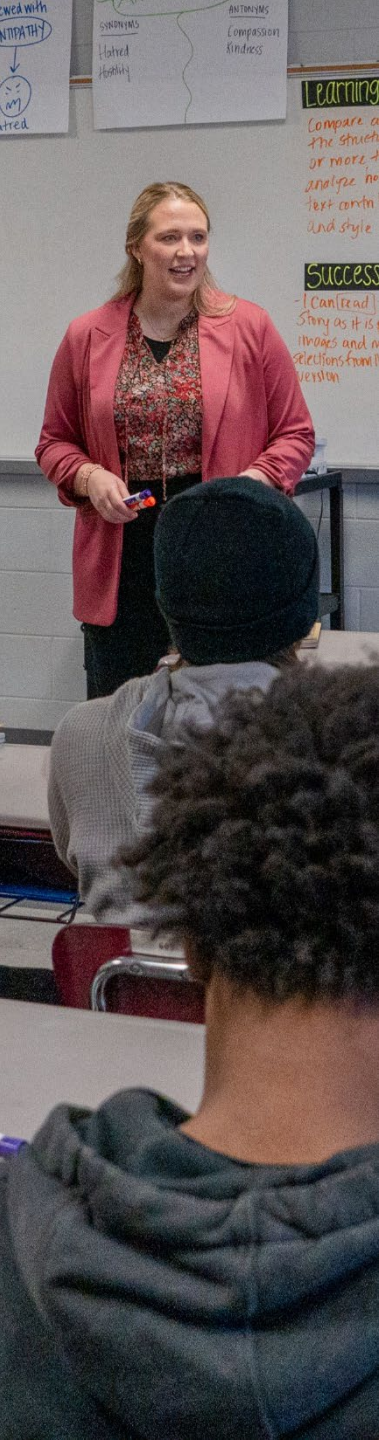TN Department of Education

Summer 2025

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Review of the Student Work Indicator

Review of Student Work Indicator

Effective Planning and Evaluation of Student Work

- **Content-Specific Assignments**: Ensure assignments challenge students with various types of thinking and problem-solving that lead to mastery of the focus standard(s).
- **Connecting to Prior Learning**: Link student work to prior knowledge and life experiences to boost confidence and engagement.
- **Enhancing Understanding**: Integrate prior learning to foster deeper content understanding, critical thinking, and problem-solving skills.
- **Alignment with Standards**: Align assignments with pre-tests, post-tests, and state standards to predict student performance.
- **Collecting and Analyzing Work**: Regularly collect and analyze student work to assess thinking and problem-solving skills.
- **Post-Conference Discussions**: Use collected work to discuss instructional effectiveness with teachers.
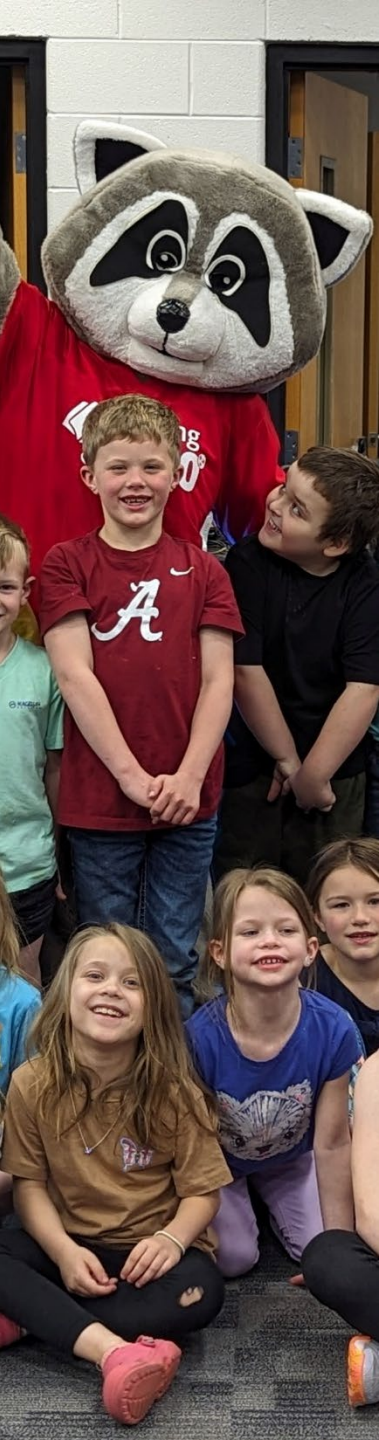
Review of Student Work Indicator

Benefits of High-Quality Student Work:

- **Enhanced Critical Thinking:** Encourages students to analyze, evaluate, and synthesize information leading to deeper understanding.
- **Improved Problem-Solving Skills:** Develops students' ability to approach and solve complex problems using various strategies.
- **Increased Engagement:** Connects learning to students' personal experiences and interests, making lessons more relevant and motivating.
- **Higher Achievement:** Aligns with state standards and high-quality curriculum materials, leading to improved academic performance.

Descriptor 1: Assignments require students to interpret information rather than reproduce it

This descriptor contrasts low-level thinking, such as memorizing, with higher-level thinking, which involves organizing, interpreting, analyzing, evaluating, and synthesizing information.

Key points include:

- **Organizing**: Creating graphic organizers, categorizing information, and arranging it logically.
- **Interpreting**: Explaining meanings, interpreting data, and understanding themes.
- **Analyzing**: Breaking down complex problems, comparing viewpoints, and understanding causes and effects.
- **Evaluating**: Assessing credibility, critiquing arguments, and judging quality based on criteria.
- **Synthesizing**: Combining information from multiple sources to create new understandings or solutions.

Descriptor 2: Assignments require students to draw conclusions and support them through writing

This descriptor emphasizes the importance of assignments that engage students in problem-solving and higher-level thinking.

Key points include:

- **Drawing Conclusions**: Students should draw conclusions based on their understanding and articulate these through writing, which helps solidify their understanding.
- **Writing**: Critical for processing and verbalizing thoughts, demonstrating the ability to analyze and synthesize information.
- **Complex Problem-Solving**: At higher levels, assignments should reflect more complex problem-solving and deeper engagement with the content.
- **High-Quality Assignments**: Tasks should be demanding, requiring critical thinking and problem-solving.

Descriptor 3: Assignments require students to connect what they are learning to prior learning and life experiences

This descriptor emphasizes the importance of student engagement and motivation in assignments.

Key points include:

- **Anchoring Assignments**: Connect tasks to previously introduced concepts and skills to build on existing knowledge.
- **Relevance to Life Experiences**: Link assignments to students' personal experiences to make learning more engaging and motivating.
- **Teacher's Role**: Utilize teacher's content knowledge and understanding of students' backgrounds to create meaningful connections.
- **Critical Thinking and Problem-Solving**: Integrate prior learning and life experiences to foster deeper understanding and enhance overall learning.

Culminating Task

Culminating Task

- Do a quick review of all the descriptors of the Student Work Indicator and then watch this video. As you watch the video capture evidence that fits the descriptors for the Student Work Indicator.

- Video featuring 2024-2025 Tennessee Teacher of the Year Bryan Kerns under the guidance of Dr. Brian Tate, Principal at Dobyns-Bennett High School, Kingsport City Schools.

Share evidence you captured of descriptors in the Student Work indicator.

Possible Evidence

Descriptor 1: The educator discusses how the assignment provides students with the opportunity to:

- identify different types of fuels
- analyze information from the news to determine if it is accurate
- analyze information about fuel types to make predictions on the burn time
- apply knowledge of fuel types and burn time to connect western fires to Appalachian fires

Descriptor 2: The assignments provide students with the opportunity to:

- compare and contrast fuel types and burn times and use the information to write a burn plan
- make generalizations between a wildfire and a neighborhood fire
- draw conclusions on how a fire will burn based on information about various fuels through writing

Possible Evidence

Descriptor 3: The assignments provide students with the opportunity to:

- connect what they have learned about fuel types and how fires would burn in their area
- connect knowledge to how to fight fires in different scenarios
- build on prior knowledge of fire to learn about how to extinguish the fire
- discuss the current events of fires in the country and how it applies to their study.

Feedback Survey

- Follow the QR code or use the link below to access the form for the feedback survey.
  - https://stateoftennessee.formstack.com/forms/planning_rubric_video_library
- Please use the form to reflect on today's learning and provide feedback about this resource.

Thank You!

Email questions to TEAM.Questions@tn.gov .

TN Department of **Education**