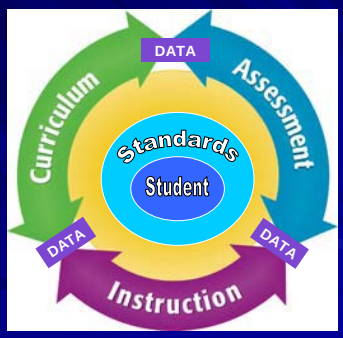
Using Standards and Learning Targets to Assess Student Understanding

March 10th, 2009

Assessment Literacy Webinar:
From Theory to Practice part 2

Deb Farrington- Measured Progress

A Standards-Based Model



What needs to be aligned?

Alignment in Action

If Curriculum is defined as…

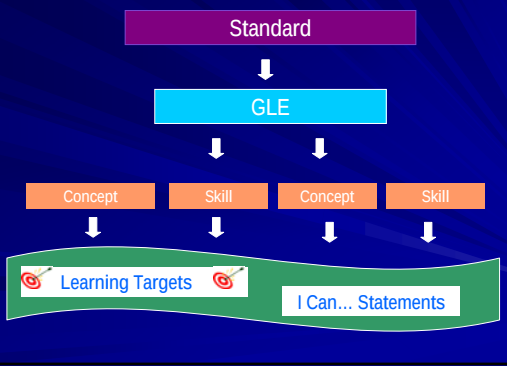
…desired "performances of understanding."

Then the next step is to…

Unpack the Standards

Identify the underlying concepts and skills needed for students to demonstrate proficiency at each grade level.

The Dichotomy of an Unpacked Standard



Why Unpack the Standards?

- Fosters a process for collegial dialogue
- Eliminates redundancy and focuses instruction
- Promotes consistency
- Provides equity
- Promotes continuity between grade levels and between schools
- Increases student learning for ALL

What are the Learning Targets?

- A *Learning Target* is any achievement expectation we have for students *on the path* toward meeting a standard.
- It specifically states what we want the students to learn and be able to do.
- *Learning Targets* should be formatively assessed to monitor progress toward meeting a standard.

Standards and Targets

To fully utilize the Standards and Grade Level Expectations, educators must be able to answer the following questions:

- What specific content and skills are embedded within the standards and GLE's?
- How are learning targets used by teachers and shared students?

A Process for Unpacking Standards and GLE's

See Handout
"Using GLE's to Create Learning Targets Template"

Using GLE's to Create Learning Targets

Grade Level Expectation:
The student communicates his or her mathematical thinking by [4] PS-3 representing problems using mathematical language including concrete, pictorial, and/or symbolic representation; or by organizing and communicating mathematical problem-solving strategies and solutions to problems (M8.2.1, M8.2.2, & M8.2.3

The student demonstrates an ability to analyze data (comparing, explaining, interpreting, evaluating or drawing or justifying conclusions by [4] S&P-2 using information from a variety of displays (tables, bar graphs, or Venn diagrams)

Nouns/ Concepts:

Verbs/Skills:

In your own words…

What specifically do you want students know and be able to do to meet this learning expectation?

Write the learning targets in student friendly language as "I Can Statements"

Learning Targets are specific achievement expectations we have for students on the path toward meeting a standard. You may have 1-4 learning targets for some standards, and more for more complex standards/GLE's.

1.

2.

3.

4.

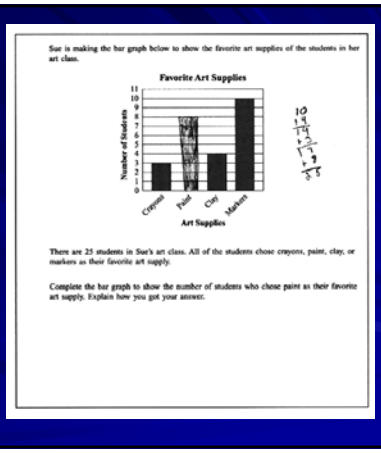
Go to Next Handout

"Using Unpacked Standards and Learning Targets to Assess Student Understanding"

	Learning Target #1	Learning Target #2	Learning Target #3	Learning Target #4
The underlying skills and concepts necessary for the student to demonstrate an understanding of the standard/ GLE.	I can look at a display of data and name what the data is showing.	I can use the information on a display of data to solve a Math problem.	I can fill in missing information on a display of data.	I can explain how I solved the math problem in writing.
√ Stop Light Check:	√ Green = Evidence Good to Go!	√ Yellow = Limited Evidence Proceed with Caution	√ Pink = No Evidence Instructional Need	
Student Work	Evidence?	Evidence?	Evidence?	Evidence?
#1 Billy				
#2 Jason				
#3 Lisa				
#4 Courtney				

Next Handouts

Using Math Learning Targets and Student Work Samples 1-4



Sue is making the bar graph below to show the favorite art supplies of the students in her art class.

Favorite Art Supplies

There are 25 students in Sue's art class. All of the students chose crayons, paint, clay, or markers as their favorite art supply.

Complete the bar graph to show the number of students who chose paint as their favorite art supply. Explain how you got your answer.

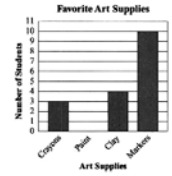
Sue is making the bar graph below to show the favorite art supplies of the students in her art class.

There are 25 students in Sue's art class. All of the students chose crayons, paint, clay, or markers as their favorite art supply.

Complete the bar graph to show the number of students who chose paint as their favorite art supply. Explain how you got your answer.

I got my answer by adding all of the favriot things to use in art and add on to that until I got 25.

Sue is making the bar graph below to show the favorite art supplies of the students in her art class.

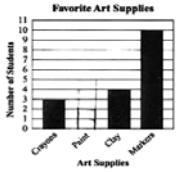


There are 25 students in Sue's art class. All of the students chose crayons, paint, clay, or markers as their favorite art supply.

Complete the bar graph to show the number of students who chose paint as their favorite art supply. Explain how you got your answer.

8 students like paint. First add 3+4+10 = 17. If that's how many students like crayons, clay, and markers & for paint would make 25 students.

Sue is making the bar graph below to show the favorite art supplies of the students in her art class.



There are 25 students in Sue's art class. All of the students chose crayons, paint, clay, or markers as their favorite art supply.

Complete the bar graph to show the number of students who chose paint as their favorite art supply. Explain how you got your answer.

You can not make the number equal in any why I tryed like 20 time and there was no way to make it equel.

How is performance towards standards demonstrated at the classroom level?

Think "Backward"

- To begin with the end in mind means to start with a clear understanding of your destination.
- It means to know where you are going so that you better understand where you are now so that the steps you take are always in the right direction.
  - Stephen Covey, *Seven Habits of Highly Effective People*

3 Stages of Backward Design

1. Identify desired results.
2. Determine acceptable evidence.
3. Plan learning experiences & instruction.

Analyzing your Classroom Assessments Fundamental Questions

- What standard(s) are you assessing?
- What kind of evidence are you gathering?
- What levels of performance do you expect?
- How will the assessment be used?

Closing Thought

Assessment and evaluation are no longer the product of teaching, they are the tools that learners and teachers use to support learning.