

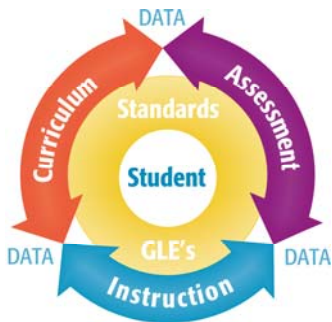
Transforming Learning:

ASLI Review Session- May 31, 2010



© 2010 Measured Progress. All rights reserved.

Aligning Curriculum, Instruction and Assessment

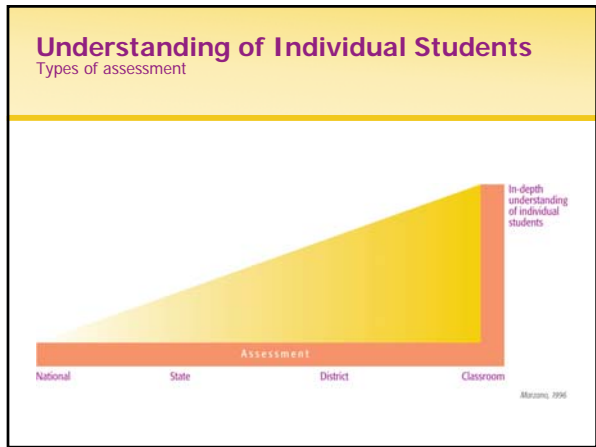


Elements of High Quality Local Assessment Systems

- ✓ System of Collaboration
- ✓ Committed Leadership
- ✓ Aligned Curriculum
- ✓ Intentional Assessment
- ✓ Data Informed Instruction
- ✓ Relevant Professional Development

Shifts in assessment practices

FROM	TO
Separating learners	Ensuring universal success
Norm-referenced	Criterion-referenced
Large-scale assessments	Classroom assessment
Primarily summative	Formative/summative
Teacher-directed	Teacher- and student-focused



Formative → Summative

Type	Classroom Formative	Classroom Summative	District-Level Interim/Benchmark	State/National Summative
When	Daily	Unit Monthly Weekly	Monthly Semester Trimester	Annually
Purpose	Student and teacher feedback towards ongoing learning	Determining grades, achievement toward proficiency of standards	Identify groups of at-risk students; used for determining PD, programmatic needs	Accountability, rank, and school improvement goals
What	Sharing criteria, questioning, self assessments, observations, descriptive feedback, using peers as resources.	Teacher-developed and/or end-of-unit tests, projects, performance tasks	Common, benchmark, interim, including NWEA, MAPPS, Aims Web, District-created, IRI, Pre/post tests, and/or writing samples	Examples: CSAP, ACT, SAT, NAEP, TIMSS

Purposes of Assessment

- Provide answers to different questions
- Address multiple users
- Have varying implications within an assessment system



Essential Classroom Assessment

- Teachers are assessment-literate
- Classrooms reflect a balanced assessment system
- Teachers are skilled users of both formative and summative assessment



How do you know what they know?

- What data do you collect to:
 - verify student understanding?
 - monitor progress?
 - inform instruction, curriculum
 - or program needs?



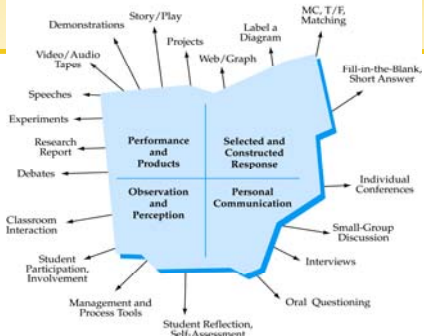
Chalk Talk



- In what ways do the assessments we use inform our instructional practices and monitor **student** progress at the building, classroom and individual **student** levels?



Assessment Options



Adapted from New Jersey World Languages Curriculum Framework, 1999, p. 234 and from Framework of Assessment Approaches and Methods, by M. Tighe, 2003.

Standards:

Foundations for curriculum, instruction and assessment

- Identify important learning
- Manageable in number
- Clearly articulated
- Achievable by students
- Organized in learning progressions
- Mastered by the teachers



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?

The Dichotomy of Unpacked Standards



What are Learning Targets?

A **Learning Target** is any achievement expectation we have for students *on the path* toward mastery of a standard.
(Colorado Grade Level Expectations)

It clearly states *what we want the students to learn* and should be understood by teachers and students.

Samples on Handout



Standards-Based Education Means...

- The focus is on student learning.
- Expectations are the same for all students.
- Learning Targets are aligned to standards.
- Standards are expressed through essential knowledge and skills.
- Assessment is used to guide and modify the instruction.
- The effectiveness of instruction is reflected in how the students meet the standard.
- Instructional strategies provide opportunities for students to learn expectations outlined in the standards and curriculum.

The Learning/Assessment Process

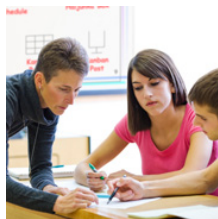
- Where are you now?
(assessment goal)
- Where are you trying to go?
(instructional goal)
- How can you get there? (what
is needed to reach
instructional goal)



Alkin, Black, & Coffey, Editors: Committee on Classroom Assessment and the National Science Education Standards, Center for Education, National Research Council, 2001

Using Data to Identify Learning Gaps

Formative assessment can identify specific students' learning gaps at a time when learning is still taking place and timely interventions can be made.



Formative Assessment:

What does it look like?

1. Sharing learning intentions and criteria for success.
2. Crafting discussions, questions, and learning tasks.
3. Providing feedback that moves learners forward.
4. Activating students as the owners of their own learning.
5. Encouraging students to be instructional resources for one another.

Classroom Assessment: Minute by Minute, Day by Day Leahy, Lyon, Thompson, William, 2005

Crucial Distinction

- Formative Assessment for Learning:
How can we use assessment to help students learn more?
- Summative Assessment of Learning:
How much have students learned at a particular point in time?



The Soup Analogy

When the cook tastes the soup,
that's formative; when the
guests taste the soup,
that's summative.



Stake, R., 2004

Assessment in Support of Learning

“...Goes beyond merely providing judgments about student performance to providing rich descriptions of student performance, evolves from being isolated events to becoming events that happen in ongoing series to reveal patterns, and goes beyond merely informing instructional decisions of teachers to informing decisions also made by students.”

Rick Stiggins, 2006

Assessment can help us move towards...

- Learning *...instead of just teaching*
- Quality *...instead of quantity*
- Improvement *...instead of one-shot deals*
- Depth *...instead of coverage*
- Confidence *...instead of anxiety*

Formative



Summative

Type	Classroom Formative	Classroom Summative	District-Level Summative (Interim and Benchmark)	State/National Summative
When	Daily	Unit Monthly Weekly	Monthly Semester Trimester	Annually
Purpose	Student and teacher feedback towards ongoing learning	Determining grades, achievement toward proficiency of standards	Identify groups of at-risk students; used for determining PD, programmatic needs or predicting performance on SBA	Accountability, rank, and school improvement goals
What	Sharing criteria, questioning, student self assessment, observations, descriptive feedback, using peers as resources.	Teacher-developed and/or curriculum embedded; end-of-unit tests, projects, performance tasks	Common, benchmark, interim, including NWEA, MAPPS, Aims Web. District-created, Pre/post tests, and/or writing samples collected at the district level	Examples: SBA, ACT, SAT, NAEP, TIMMS

Unpacked Standards Template: Completed

Unpacked Learning Targets for:			
Social Studies: Grade 6 Economics			
Grade Level Expectations			
STANDARDS/GSEs SS:EC:6:1.1 Identify the role of the individual in factor and product markets. SS:EC:6:1.2 Explain how specialization and productivity are related. SS:EC:6.2.3 Recognize that shortage and surplus affect the price and availability of goods and services. SS:EC:6.3.2 Recognize the effects of inflation on people under different circumstances.			
Rewrite the standard in language that goes directly to the point of what the standard is asking students to be able to do. (ensuring understanding)			
Students will learn about roles in a free market, and the decisions that affect the economy and how it changes over a period of time and across cultures.			
<input checked="" type="checkbox"/> Knowledge	<input checked="" type="checkbox"/> Reasoning	<input type="checkbox"/> Skills	<input type="checkbox"/> Problem Solving
Nouns		Verbs	
Import, export, inflation, resources, wants, and needs		Explain, identify, recognize, compare and contrast, define	
Identify and define word(s) that need clarification for students.			
Import Export Resources Inflation			
Learning Targets:			
1 I can identify the needs and wants of a society. 2. I can compare and contrast the changes of different societies' needs and wants. 3. I can define inflation and recognize the effects of the Roman Empire. 4. I can explain the development artisan (specialization of jobs) as a result of the emergence of the agrarian society. 5. I can identify natural, capital, and human resources in a civilization. 6. I can recognize shortages and surpluses of goods and how it affects the worth of an item in a society. (Trade routes) 7. I can define imports and exports using the Silk Road.			

Template ©Measured Progress 2010 Adapted from a template created by Rick Stiggins for ETS text within template created by Salem School District

Directions

1. Invite eight volunteers to sit in groups of four facing the audience. They should also be able to view each other easily.
2. Have on hand an overhead projector or a chart on a stand to record criteria.
3. Explain to the audience that we are about to see a demonstration of our history as assessors. Each example occurs over time. Note that it is not helpful to compare one to the other as if they are all happening at the same point in time. Explain that the job of the audience is to listen and become involved only when asked. Then, name one group of four “Judges” and the other group “Participants”.
4. Number each group from one to four.
5. Ask Participant #1 to clap.
6. When #1 finishes, say, “thank you”. (Participant looks surprised. Let it be. I usually quietly check back with this one later to make sure the person is still okay. The person is always fine and later ends up debriefing and talking about how it feels to not know what to do or how to do it.)
7. Ask the judges to award 1, 2, 3, or 4 points, with 4 being the highest. Discourage discussion. Ask the judges to not report out to others.
8. Ask #2 to clap. When #2 is finished, say, “thank you,” and send #2 from the room for a few minutes.
9. Ask the judges to score the clapping 1 to 4. Invite the judges to discuss the scoring quietly amongst themselves. Ask for individual scores. Add all the scores together. Invite #2 back into the room and announce the combined score.
10. Turn to #3 and hesitate. Ask the audience to list all the characteristics of a really good clap. Record their responses.
11. Turn to #3 again and say, “Number 3, knowing all this, could you clap for us please?” When #3 finishes, say, “thank you.”

Ruth Sutton, Salford, England, shared this clapping exercise giving credit to a colleague in England. Janet Renolds also pointed out it was published in November 1995 in *Laboratory Network Program – Alternative Assessment Toolkit* by Wendy McColsky and Nancy McMunn SERVE. If you are aware of the original source, please contact Classroom Connections International.

Directions

12. Ask the judges, "Given the criteria and the performance, what score would you give and why?"
13. When the judges have reported, turn to #4 (who is very, very nervous by now) and ask #4 to tell about a situation in which he or she has needed to clap, such as at a sports or music event. Ask clarifying questions.
14. Draw attention to the criteria set for #3 and ask #4 if there are any criterion that need to be changed.
15. Ask the judges if there are any criterion that need to be changed.
16. Once you have agreement from the judges, invite #4 to imagine an amazing performance, and to clap.
17. Ask #4 to self-assess the clapping.
18. Ask the judges to score the clapping and provide specific feedback in relation to the criteria.
19. Ask the participants and judges to reflect on their experience and make some connections. While they are thinking, ask the audience to talk about their connections.
20. After 3-4 minutes, debrief in turn with contestants, judges, and audience. Listen for ideas such as:
 - It is important that the standards or outcomes be clearly defined.
 - That unlike competitions such as the Olympics where only some can win, K-12 education needs to ensure all students learn.
 - More learning motivation occurs when students are involved in assessment.
 - Clear standards and student involvement makes evaluation (judging) easier and more fair.
 - The more assessment information available to the participant/learner, the more likely they are to use it and learn from it.

ALIGNED LESSON PLANNING MODEL

Standard(s)

Alaska M5.2.4: Distinguish between area and perimeter; find both using a variety of methods including rulers, grid paper, and tiles.

Learning Target(s) and Outcome(s)

I can use a formula to find the area of rectangles and describe why the formula works.

LESSON PROGRESSION

1	2	3	4
Use one-inch tiles to find the area of familiar objects.	Use centimeter graph paper to compute areas of rectangles when given various dimensions.	Connect previous activities to discover and use the formula for area.	Summative Assessment
Lesson Activities	Lesson Activities	Lesson Activities	Lesson Activities
<p>During this lesson, students will be given one-inch tiles to estimate the area of the surfaces of their desks in square inches. The challenge is to do this <u>without</u> covering the entire desk with one-inch tiles. When students are confident in their estimates of surface areas, they will record their answers.</p> <p>Students will take a “gallery walk” of desks and then discuss their findings as a group. It is important for students who understand the method of “count across, count down, and then multiply,” to share their methods. This is an “ah ha” moment for students who may not have made that connection.</p>	<p>During this lesson, students will be given the length and width of various rectangles to recreate on square-inch graph paper. To help students see connections in another way, you can give them the area and then ask them to find a length and width that will work for that particular area.</p> <p>On of day two, you will introduce/review vocabulary.</p> <ul style="list-style-type: none"> ◆ Area (from day one) ◆ Length ◆ Width ◆ Square inch/square feet ◆ Dimensions ◆ Rectangular 	<p>This lesson begins the process of teaching students to apply skills and concepts they discovered and learned in days one and two.</p> <p>After sharing their results from the previous night’s homework, students will be given the following problem to solve:</p> <p>A rectangular garden has an area of 200 square feet.</p> <ul style="list-style-type: none"> ◆ Find the length and width of a rectangle that would have that area. ◆ Find a different length and width of a rectangle that would also have that area. <p>Students should be given graph paper.</p>	<p>In pairs, one student selects three whole number values for the area of a rectangle (e. g. 36 sq in, 24 sq in, 25 sq in). The other student determines and draws all possible rectangles on square-inch graph paper for each area (only for whole number lengths and widths).</p> <p>The student who selects the area values assesses the correctness of the solutions. Then, students should switch roles.</p>

FORMATIVE ASSESSMENT

Planning Guide

Formative Assessment	Formative Assessment	Formative Assessment	Summative Assessment
<p>Starter</p> <p>Begin with the Frayer Model, with “Area” in the center to pre-assess prior knowledge. Students spend 5 to 10 minutes on the problem individually as the teacher circulates around the room. Then, students are assigned a partner to “turn and talk” to about their results. Students can make revisions to their work as they talk to each other and refine their definitions. After the work is collected, you will provide descriptive feedback to the whole class.</p> <p>During the Lesson</p> <p>As students work on the desk problem you will observe. This is an opportunity to think about what adjustments might be made for tomorrow’s lesson for individual students.</p> <p>Exit Slip</p> <p>During the closing group discussion, ask a well-planned, probing question. Have students self-assess through use of hand signals (thumbs, 1 to 5 rating, etc...) as the lesson concludes.</p> <p>Homework</p> <p>None</p>	<p>During the Lesson</p> <p>At this time, you will observe and note student misconceptions. While students work together, jot down a <u>few</u> notes.</p> <p>Exit Slip</p> <p>“Whip Around”— students write down two things that they know about finding area. When they have their “list”, they stand.</p> <p>Go around the room and have students share one thing about area— if someone says their item, they cross it off. When both items have been crossed off, students sit down. Continue until all students are seated.</p> <p>Homework</p> <p>Students will find two rectangular objects in their homes (books, doors, etc...) to find the area of and record their calculations to share with the class the next day.</p>	<p>Starter</p> <p>Have students “post” their homework on the board—either by copying it or taping it up. Ask students to make “I noticed” statements about the overall assignment. (e.g. “Most of our doors have the same area!”)</p> <p>During the Lesson</p> <p>This is the time to take note of individual students and to provide one-to-one or small group support to students who are still struggling with concepts. It’s critical to develop key questions to figure out student’s depth of understanding of the concepts.</p> <p>“What would be an example of the length of your garden?”</p> <p>“Why can’t the length of your garden be the same as the width?”</p> <p>“When you change the length and width of your garden, what happens to the area?”</p> <p>Exit Slip</p> <p>Give students a multiple- choice question to answer as they exit—“What is the area of this classroom if the length is 40 feet and the width is 25 feet?”</p> <p>Homework</p> <p>Have students write down the rule for finding area that they believe will work every time with rectangles.</p>	<p>This is the point when students need to show what they have learned over the last three to four days.</p> <p>The summative assessment consists of an open-response question.</p> <p><i>You are the new manager of a bed factory. Your first job is to design a bed that has an area of 24 square feet.</i></p> <ul style="list-style-type: none"> ◆ <i>Based on all of the possibilities, what dimensions would you choose for the bed?</i> ◆ <i>In your response, you must use at least four vocabulary words from this mini-unit and explain how you used the rule for area.</i>



POMS

Points of Most Significance

