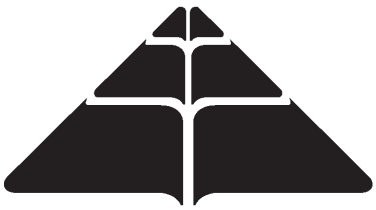
Tips and Tools for Instructional Coaches and Leaders That Assure Quality Assessments

Chris Jakicic



Solution Tree

Tips and Tools for Instructional Coaches and Leaders That Assure Quality Assessments

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Targets for Today:

- Gain understanding about how to identify the current reality around assessment for your school, team or classroom to develop your own next steps.
- Engage in activities designed to help teams discuss and learn about important assessment concepts.
- Leave with a list of "next steps" that can be used in your own setting.

What is shared leadership?

- In a PLC, we know that successful implementation depends on shared leadership.
- Teacher leaders are members of a guiding coalition who meet regularly to discuss their current reality and plan next steps.
- Teacher leaders are key to assuring that their teams are high performing.
- These teacher leaders may not feel comfortable in this role without training and support.

Calculating Your Context

- Each school and team is likely to be distinct from all other schools and teams.
- Leaders must consider the context that they are working with as they lead the assessment process.
- The context includes current curriculum, expectations about its use, instructional practices and capacity, and current assessment expectations.

Quotation Quest: What is shared leadership?

- No institution can survive if it needs geniuses and supermen to manage it. It must be organized in such a way as to get along under a leadership composed of average human beings. (Peter Drucker)
- Leadership is about going somewhere. If you and your people don't know where you are going, your leadership doesn't matter. (Kenneth Blanchard)
- Effective leaders don't simply encourage schools to go off and do whatever they want, but rather establish clear parameters and priorities that enable schools to work within established boundaries in a creative and autonomous way. (Rick DuFour)
- Leaders who call upon others to engage in new work, achieve new standards, and accomplish new goals have a responsibility to develop the capacity of those who lead to be successful in meeting these challenges. (DuFour, DuFour, Eaker, Many)

Understanding the Role of Essential Standards

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Identifying essential standards (See chapter 2, page 17.)	We haven't yet, as a collaborative team, identified the essential standards either unit by unit or for the entire year.	We know what essential standards are and have discussed how we will complete the process.	We have identified the essential standards and have vertically aligned them for our course or grade level.	We have identified our essential standards and communicated them to other teams, students, and parents.
Getting clear on the standards: The unwrapping process (See chapter 2, page 17.)	We haven't yet started identifying the learning targets that we will use in our work.	We've started the process of identifying learning targets by looking at the key words in the standards (nouns, verbs, context).	We have unwrapped each of our standards to determine both explicit and implicit learning targets that we must teach and assess, including the academic vocabulary. We have also discussed the rigor of each of the targets, using a common language such as DOK.	Each collaborative team understands how the learning targets teachers are teaching fit vertically with the grade level or course before theirs and the grade level or course after theirs.
Understanding the expectations for rigor (See chapter 3, page 33.)	We haven't yet built an understanding of the expectations for rigor that we must use in our instruction and assessments.	We have begun the discussions about what rigor should look like and are learning more about DOK and the tasks associated with each level. We are learning how to develop tasks at a variety of DOK levels.	We have begun designing instructional materials and tasks that mirror the expectations for rigor written in our standards. Additionally, we have investigated learning progressions to plan scaffolded strategies to help students learn more rigorous targets.	We have aligned the assessments we use to the anticipated rigor we want our students to master.

Aligning Curriculum, Instruction, and Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Identifying units of study (See chapter 4, page 51.)	We haven't developed units of instruction that include all of the standards we are expected to teach.	We are working together to make sure that we align all of our units of instruction to the standards. As we identify gaps and redundancies, we are comfortable changing the curriculum or removing unnecessary units to align to the standards.	Our curriculum units are totally aligned to our standards. We have assigned all learning targets to one or more units. The units we've developed reflect the emphasis for our essential standards.	We evaluate the effectiveness of our curriculum by examining the results of our summative assessments and especially the end-of-year tests. We discuss whether we need to change the curriculum based on our student achievement results.
Creating pacing guides (See chapter 4, page 51.)	We haven't yet created pacing guides that reflect consensus on how much time we should dedicate to each unit or standard.	We are in the process of developing pacing guides that reflect consensus among team members about how much time we need for students to learn the essential standards in each unit.	We use our pacing guides effectively and are able to give common formative assessments together, discuss the results, and develop corrective instruction efficiently and effectively.	We modify our pacing guides whenever we see a reason to do so. We know that, over time, our students will come better prepared to learn the essential standards for our grade level or course, and this will require us to change our pacing.
Aligning instructional and assessment strategies (See chapter 4, page 51.)	We haven't yet started to examine the alignment among our curriculum, instruction, and assessments.	We have begun to work collaboratively to identify the instructional strategies aligned to our proficiency expectations. As a team, we value learning together about these strategies.	We have changed our instructional strategies to ensure we're using best practices to help students reach proficiency. We understand that more rigorous curriculum requires different strategies.	We continue to evaluate the effectiveness of the strategies we're using by examining the results of all of our assessments. We compare the results of one strategy against another and value the information we get back.
Determining when to give common formative assessments (See chapter 4, page 51.)	We haven't yet identified when we will use common formative assessments in our work.	We have examined our units of instruction to see where we teach the essential standards. We plan to write common formative assessments approximately once every three weeks.	In addition to the common formative assessments we developed during our first year of implementation, we have added additional assessments (common formative as well as common summative) around our essential standards.	We are always looking for ways to improve the frequency and effectiveness of assessment.

Developing Quality Common Formative Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Creating an assessment plan (See chapter 5, page 61.)	We don't use assessment plans to guide our assessment work.	We're learning about planning our assessments prior to writing them. We know that this is important to creating a valid assessment.	For each assessment we write, we list the targets to assess and match them to the type of items we will use. We also plan how many questions we will link to each target.	We continually evaluate the effectiveness of each assessment plan after we give the assessment to determine if we assessed the right targets and chose the best item type.
Writing quality questions (See chapter 5, page 61.)	We haven't yet started to look at the issues connected with writing quality questions.	We are learning about writing quality questions and are applying it to our work. We know that with practice we will become better at this process and continue to learn by doing.	We make sure our questions are clear to students, lay out expectations for what we want students to include in the answer, and don't include words or ideas intended to trick students.	We continually evaluate the alignment and effectiveness of assessments (for example, using the ACID [aligned, clearly written, informative, designed] test) to determine if we assessed the right targets and chose or designed the best item types. If not, we develop better questions and save them for the next time we assess that learning target.
Developing the answer key or rubrics (See chapter 5, page 61.)	We don't use answer keys or rubrics in our assessment work.	We are starting to write answer keys for our assessments with at least the correct responses included. We are writing rubrics for our team to use in scoring student responses but haven't yet put them in student-friendly language.	We develop answer keys while we are writing our assessments. They include both correct and possible incorrect responses. We agree on how many questions students have to answer correctly to be proficient. We include rubrics for constructed-response questions and write them in student-friendly language.	We evaluate both our answer keys and our rubrics after each assessment. We have practiced collaborative scoring frequently so that we know we are scoring assessments the same way.

Using Data From Assessments

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Using the correct data for the purpose (See chapter 6, page 77.)	We haven't yet explored whether the assessments we're using match their purpose.	We have started identifying the purpose of each assessment before we use it. We are learning about wide-angle and close-up questions so that we carefully choose the assessments we use.	We are using a variety of assessments confidently as we match the assessment type to our purposes.	We have evaluated the variety of assessments we use and have eliminated those that are redundant and added those that we still needed.
Using protocols for data discussions (See chapter 6, page 77.)	We haven't yet developed and used protocols in our assessment work.	We understand why protocols are necessary to keep our data discussions focused and on track. We've started to use them but aren't yet comfortable with the process.	We use different protocols in our data discussions, depending on what type of assessment data we have. We are confident that we are able to navigate complex issues without getting sidetracked.	We evaluate the effectiveness of our data discussions. We look at both efficiency and effectiveness and discuss how to improve both.
Developing an effective response (See chapter 6, page 77.)	Our responses to assessments are not always effective.	We are learning how to develop our responses to common formative assessments student by student and learning target by learning target. We are also using our summative assessments more effectively to evaluate our SMART goals, identify students who urgently need help, and evaluate our pacing guides and curriculum units.	We are confident that we can effectively use both common summative and common formative assessments to plan corrective instruction and intervention. We design these responses based on the results from specific assessments.	We evaluate the effectiveness of our responses to both summative and formative assessments. We are comfortable changing our practices when the evidence shows us we need to.

Involving Students in the Process

	Stage 1: Pre-Initiating	Stage 2: Initiating	Stage 3: Developing	Stage 4: Sustaining
Moving from using grades to using feedback (See chapter 7, page 93.)	We haven't yet examined our grading practices related to the assessment process.	We have agreed that we need to move away from grading formative assessments and, to that end, have started learning more about what makes quality feedback and how other teachers have taken this step.	We have begun to use descriptive feedback on our formative assessments. We are helping students see its purpose and how they should respond to their own feedback. We have seen the language we're using change from grades to scores.	Students seek feedback from teachers as well as peers. They understand and value the purpose of knowing the learning targets, of formative assessment, and of feedback.
Building a learning partnership with students (See chapter 7, page 93.)	We haven't yet explored how to involve students in the assessment process.	Our students are building a growth mindset and know what expected targets of learning are for each lesson.	Students see formative assessment as evidence they can use to know what they've learned as well as what they still need to learn.	Student learning is an equal partnership between the teacher and student. Students fully understand what proficiency looks like and are engaged in getting to that point and beyond.

Assessment Road Map

Road Map Cluster	Indicator	How to Get to Sustaining
The Role of Essential Standards		
Aligning Curriculum, Instruction and Assessments		
Developing Quality Common Formative Assessments		
Using Data From Assessment		
Involving Students in the Process		

Summative assessment is the attempt to summarize student learning at some point in time. Summative assessments are not designed to give feedback useful to teachers and students during the learning process. (**Fair Test Examiner**, 1999)

Formative Assessment: An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about next steps in instruction *that are likely to be better, or better founded*, than the decisions they would have made in the absence of evidence. —**Wiliam**, *Embedded Formative Assessment*, 2011, p. 48

Common Formative Assessments are **team-designed**, intentional measures used for the purpose of monitoring student attainment of **essential learning targets** throughout the instructional process. **—Bailey, Jakicic, & Spiller**, *Collaborating for Success With the Common Core*, 2013

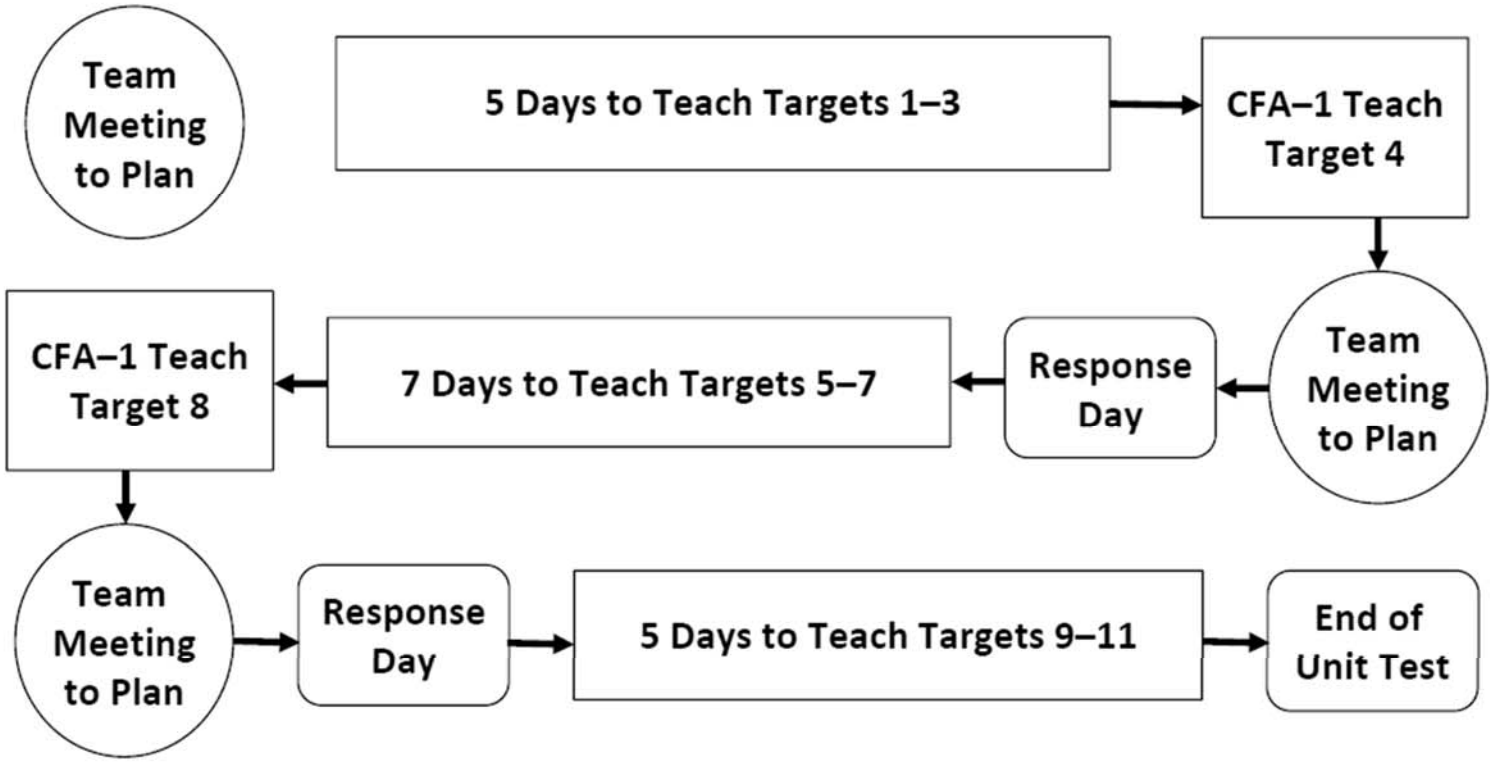
Why Common Assessments

- They are more efficient than each teacher working independently.
- There is more equity across classrooms.
- Teams learn together about instructional strategies.
- Teams learn together about assessment strategies.
- They provide a better response for students.

(**DuFour, DuFour, & Eaker**, *Revisiting Professional Learning Communities at Work*, 2008)

Classroom Formative	Classroom Summative	Common Formative	Periodic/ Benchmark	Annual
•Checks for understanding •Short, frequent, used to guide instruction •Exit slips •Whiteboards •Clickers	•End of unit tests	•Team developed, short formative assessments around essential learning targets	•Quarterly/ trimester benchmarks •STAR, MAP •Progress Monitoring •AIMS Web	•State assessments (e.g., SBAC, PARCC, etc.) •Language Development Assessments, •AP •EOY
•Making "in the moment" decisions •Keep, change lesson plans	•Can students use smaller skills and concepts together to show mastery of the standards (e.g. writing an essay, reading comprehension)	•Identify students who need more Tier 1 help •They drive core instruction •Teams learn together about strategies	•Identify students who need more Tier 2 or 3 help •Progress monitoring for Tier 2 and 3 •Universal screener •Monitor SMART goals	•Measure student learning •Award credit •Identifying strengths and weaknesses of programs. •Writing SMART goals

Developing a Unit Plan to Include Common Formative Assessments



Match Each Type of Assessment to Its Purpose

Assessment	Purpose
Pre-assessment	Used by teachers *during instruction* to check whether students have learned what is being taught
Classroom Formative Assessment	Used by teams *during instruction* to check whether students have learned what is being taught, and to understand what instructional strategies are most effective; used to guide Tier 1 support.
Common Formative Assessment	Provides information about what students already know, and shows what gaps they have in their pre-requisite learning before you start teaching a unit.
Summative Assessment	Used early in the year to identify students who are significantly below grade level so that they can get intensive (Tier 3) support.
Benchmark or Interim Assessment or Progress Monitoring	At the end of a unit, grading period, or semester, these are used to check whether students can put all the skills and concepts taught in that unit together; can be used to guide Tier 2 support.
End of year state test (SBAC or PARCC)	Used to periodically check if student are making progress to the end of the year standards; can help identify the need for Tier 2 support and monitor progress for those in Tier 2.
Universal Screener	Used to measure overall student learning, effectiveness of pacing, curriculum, and instructional strategies.

Assessment Design for CFAs

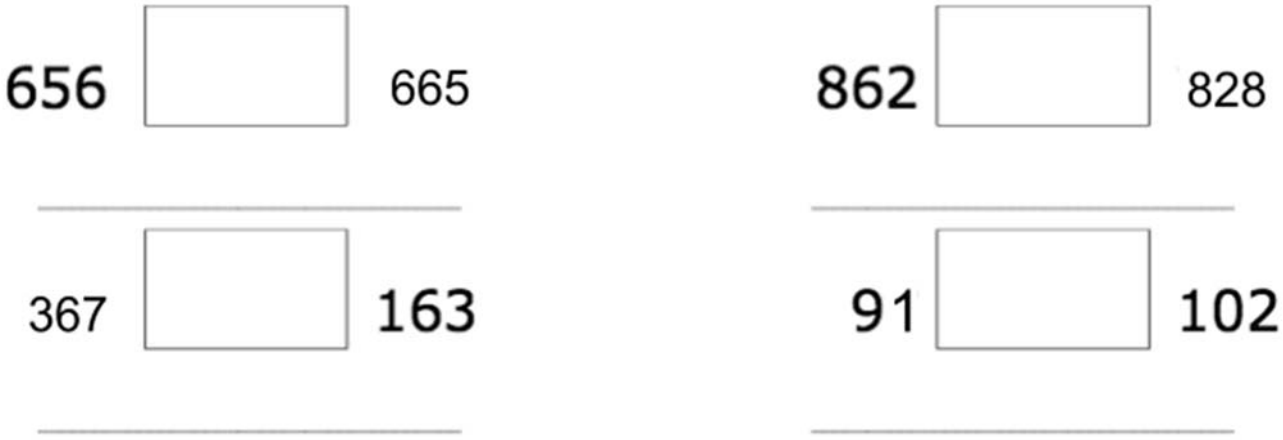
- Assessments should be short and should focus on a small number of learning targets.
- Items should match the rigor of the learning targets.
- Questions should provide information about student thinking so that the response can be specific.

Second Grade Math

Name _____ Date_____

Learning Target: Use the symbols <, =, and > to record the comparison of two 3-digit numbers.

Compare the two numbers by drawing a symbol **<, >, =** in the box and writing the words **less than, greater than,** and **equals** on the line below.



Tim has 853 baseball cards in his collection. Susie has 583 baseball cards in her collection. Who has more baseball cards? Explain how you know using place value language.

_____

_____

_____

Proficiency	Partial Proficiency	No Proficiency
The answer is correct and the explanation includes how the decision was made written in place value language	The answer is correct but the explanation may be vague and/or place value language isn't used.	The answer is incorrect.

Fourth Grade Reading

Learning Target: I can compare and contrast a firsthand account and a secondhand account.

Directions: Read the two pieces of texts that are attached. First, decide if the text is a firsthand or a secondhand account.

1. List 2 ways the two accounts are alike

2. List 2 ways the accounts are different.

3. How is the focus of the firsthand account different from the focus of the secondhand account in these two pieces of text? Provide at least two specific examples to support your ideas.

The Focus Is Different Because….
1.
2.

Text #1: Email

To: “Mom” <mom123@example.com>
Subject: The Inauguration

Hi Mom,
I just want to tell you about my amazing day! Getting to stand there under the Washington Monument with hundreds of thousands of other proud Americans to witness Barack Obama’s inauguration was unbelievable! The crowd was full of people expressing a renewed hope in our country and the entire political process. We were surrounded by people of all races, creeds, and colors that all came together to honor progress and freedom.

People, including myself, were overcome with emotion! I used to think that my beautiful daughter would never know an America where people like her can be whatever they want to be. Now that has changed. The first president she will ever know is brown, just like her!

In one small way, the country I grew up in is gone forever. I have a renewed pride and excitement about the future and am so glad I got to be there to see it with my own eyes. My heart is full, my smile is permanent, and my spirit is unbreakable. Thank you, Mom, for raising me to believe in equality for all!

You are the best!

Text #2: Newspaper Article

A Historic Inauguration Day On January 20th, 2009, Barack Obama became the first African American president of the United States of America. His inauguration was a historic event many Americans will remember for the rest of their lives.

On Inauguration Day, thousands filled the streets around the National Mall in Washington, D.C. The crowd looked on as Barack Obama was sworn in as the 44th president of the United States of America. It was the largest crowd to gather for an inauguration in American history.

Afterward, President Obama gave the Inaugural Address. The crowd applauded many times throughout. In his speech he said, “On this day, we gather because we have chosen hope over fear.” Many in the crowd were overcome with emotion and pride.

Later, President Obama walked with his family in a parade to the White House. The crowds were filled with people of different races, ages, and backgrounds. They cheered and waved as the First Family passed. They were amazed and excited to see the first African American president in United States history.

Source: Engage NY; https://www.engageny.org/resource/grade-4-ela-module-4-unit-1-lesson-9

Grade ELA Common Formative Assessment

Learning Target: I can delineate the argument and specific claims in a text.

In his column, *The Easy Problem*, David Brooks lays out the argument that immigration is an easy problem to solve. What are the claims he provides to support his argument?

a. Immigration helps our economy.
b. Immigration is the moral thing to do.
c. The United States is a country of immigrants.
d. Immigration helps more people than it hurts.

What evidence does David Brooks provide to support his claim that fears associated with immigration are overblown?

a. Immigrants pay more in taxes than they cost in benefits.
b. Immigrants are less likely to end up in prison that native-born Americans.
c. Immigrants don't lower the wages paid to Americans.
d. All of the above

What is David Brooks perspective on this issue of immigration?

a. Illegal immigrants take jobs away from native born Americans.
b. Immigrants should learn and speak English.
c. Native born Americans should be paid higher wages than immigrants
d. Immigration is our best chance to help keep America's economy thriving.

Learning Target: I can assess whether the reasoning is relevant and sufficient

2. Read the attached argument about immigration written by an editor from the New York Times.

Identify the specific claims the author is making and for each claim determine what evidence is provided. For each claim evaluate whether the evidence used is relevant and sufficient.

Claim	Evidence Provided	Relevant Y or N	Sufficient Y or N
1.			
2.			
3.			

The Easy Problem

New York Times, January 31, 2013

Over here in the department of punditry, we deal with a lot of hard issues, ones on which the evidence is mixed and the options are all bad. But the immigration issue is a blessed relief. On immigration, the evidence is overwhelming; the best way forward is clear.

The forlorn pundit doesn't even have to make the humanitarian case that immigration reform would be a great victory for human dignity. The cold economic case by itself is so strong.

Increased immigration would boost the U.S. economy. Immigrants are 30 percent more likely to start new businesses than native-born Americans, according to a research summary by Michael Greenstone and Adam Looney of The Hamilton Project. They are more likely to earn patents. A quarter of new high-tech companies with more than $1 million in sales were also founded by the foreign-born.

A study by Madeline Zavodny, an economics professor at Agnes Scott College, found that every additional 100 foreign-born workers in science and technology fields is associated with 262 additional jobs for U.S. natives. Thanks to the labor of low-skill immigrants, the cost of food, homes and child care comes down, living standards rise and more women can afford to work outside the home.

The second clear finding is that many of the fears associated with immigration, including illegal immigration, are overblown.

Immigrants are doing a reasonable job of assimilating. Almost all of the children of immigrants from Africa and Asia speak English and more than 90 percent of the children of Latin-American immigrants do. New immigrants may start out disproportionately in construction and food-service jobs, but, by second and third generation, their occupation profiles are little different from the native-born.

Immigrants, including illegal immigrants, are not socially disruptive. They are much less likely to wind up in prison or in mental hospitals than the native-born.

Immigrants, both legal and illegal, do not drain the federal budget. It's true that states and localities have to spend money to educate them when they are children, but, over the course of their lives, they pay more in taxes than they receive in benefits. Furthermore, according to the Congressional Budget Office, giving the current illegals a path to citizenship would increase the taxes they pay by $48 billion and increase the cost of public services they use by $23 billion, thereby producing a surplus of $25 billion.

It's also looking more likely that immigrants don't even lower the wages for vulnerable, low-skill Americans. In 2007, the last time we had a big immigration debate, economists were divided on this. One group, using one

methodology, found immigration had a negligible effect on low-skill wages. Another group, using another methodology, found that the wages of the low-skilled were indeed hurt.

Since then, as Heidi Shierholz of the Economic Policy Institute explains, methodological advances suggest that the wages of most low-skill workers are probably not significantly affected. It turns out that immigrant workers are not always in direct competition with native-born workers, and, in some cases, they push the native-born upward into jobs that require more communication skills.

Shierholz found that between 1994 and 2007 immigration increased overall American wages by a small amount ($3.68 per week). It decreased the wages of American male high school dropouts by a very small amount ($1.37 per week). And it increased the wages of female high school dropouts by a larger amount ($4.19 per week).

The argument that immigration hurts the less skilled is looking less persuasive.

Because immigration is so attractive, most nations are competing to win the global talent race. Over the past 10 years, 60 percent of nations have moved to increase or maintain their immigrant intakes, especially for high-skilled immigrants.

The United States is losing this competition. We think of ourselves as an immigrant nation, but the share of our population that is foreign-born is now roughly on par with Germany and France and far below the successful immigrant nations Canada and Australia. Furthermore, our immigrants are much less skilled than the ones Canada and Australia let in. As a result, the number of high-tech immigrant start-ups has stagnated, according to the Kauffman Foundation, which studies entrepreneurship.

The first big point from all this is that given the likely gridlock on tax reform and fiscal reform, immigration reform is our best chance to increase America's economic dynamism. We should normalize the illegals who are here, create a legal system for low-skill workers and bend the current reform proposals so they look more like the Canadian system, which tailors the immigrant intake to regional labor markets and favors high-skill workers.
The second big conclusion is that if we can't pass a law this year, given the overwhelming strength of the evidence, then we really are a pathetic basket case of a nation.

PreCalculus—Exponents and Logarithms

Choose the best answer provided. Calculators are NOT allowed.

1. Evaluate $\log_{27}9$
    a. 3
    b. -3
    c. 2/3
    d. -2/3

2. Approximate the value of $\log_3 40$

    a. 2.3578
    b. 3.3578
    c. 10.3578
    d. 13.3578

3. In order to graph the function of $y=\log_b x$, which of the following must be true?
    a. The values of x, y, and b must be positive
    b. The values of x and b must be positive
    c. The values of b and y must be positive
    d. The values of x and y must be positive

4. Evaluated: $\log_s 8 - \log_3 9$

    a. 1
    b. 4/3
    c. 8/9
    d. 2/3

Effective Assessment Practices

Team 1

In Happy Elementary School the principal has asked each team to identify the lowest 25% of students from their most recent benchmark data administration. They are asked to place these students into groups using the data from the benchmark about reading level to provide the exact level of support each group needs. They assign each group to one of the teachers on the team. They have set aside a half hour at the end of their day and regroup their students across all teachers for this extra time and support.

- ☐ Effective assessment practice
- ☐ Ineffective assessment practice

Team 2

The 5th grade team in Hopeful Elementary School is designing common formative assessments in reading. They are currently using the reading series as their curriculum and want to use the weekly assessments from that series. When they administer the assessments, they are finding that they typically confirm what they see in the classroom—the students who are reading at grade level can answer the comprehension questions from their assessments, but the students who can't read at grade level typically can't answer the questions. Because they don't feel they are getting good data, they decide to use simpler pieces of text for these students to see if they can do the skill with text that is easier to read.

- ☐ Effective assessment practice
- ☐ Ineffective assessment practice

Team 3

As a part of their SMART goal, the math team in Nirvana Middle School is studying how to make stronger connections to the math practices in their instruction and assessment (e.g., reason abstractly and quantitatively, construct viable arguments, model with mathematics). For each unit they study the standards being taught and determine which of the math practices should be emphasized in the lessons in this unit. While the team members are excited about how they've changed their instruction to emphasize the practices, they have been struggling with how to assess students in both the content they are teaching and the math practices. They have agreed to look for questions on-line at their next meeting to see if they can find samples of good items that will help them over this hurdle.

- ☐ Effective assessment practice
- ☐ Ineffective assessment practice

Team 4

The science team at "What We've Always Done" High School is trying to implement the idea of common unit assessments in their work. In the past, they have each written and scored their own end of unit tests. This has led to parents and students who request certain teachers because some have a reputation for being much harder than others. This year, they've agreed to use the same tests in all classes and have created answer keys and rubrics so that everyone applies the same standards when grading. However, because of lack of planning time, the team agrees to each respond in his/her own classroom the best way they know. Two of the teachers

give back the test and go over the correct answers with their classes; the other two spend one day of class time re-teaching the standards that had the highest "failure" rate.

- ☐ Effective assessment practice
- ☐ Ineffective assessment practice

Team 5

The history team at Big Apple High School are trying out common formative assessments for the first time. They decide that, because they have so many students on their rosters, the best way to get back the information quickly is to use mostly multiple choice questions that can be quickly scored with their new assessment software. After the first assessment is given, they meet to analyze their data. Because they've gotten good at analyzing state test data, the first thing they discuss is what cut score they'll use. After some discussion, they agree to consider 70% or better passing. Once they've made this decision they start identifying the students who fell below this cut score and planning how to help them.

- ☐ Effective assessment practice
- ☐ Ineffective assessment practice

Why Protocols?

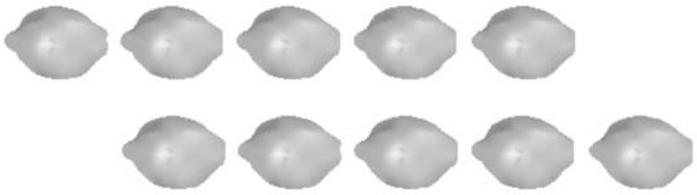
- A protocol Is a step-by-step process teams use to complete a task.
- The protocol is designed so to assure that all steps in the process are completed even those that might be uncomfortable to discuss.
- The protocol helps eliminate collaboration issues such as members who dominate the discussion or those who are by-standers, and helps assure that the discussion stays on topic and on track.

Pile and Plan—Most Effective With Constructed Response Questions

Step	Activity	Time Expectation
1	Identify what the **essential learning target** is for the question and what proficiency looks like on the rubric.	5 minutes
2	For the first learning target, separate student work samples into two piles: those who were proficient (or beyond), those who were not proficient.	5 minutes
3	For those students who weren't proficient on the first learning target, consider what evidence you have that can help you create a hypothesis about what the student(s) misunderstood or where the learning stopped. Create separate piles for each hypothesis.	10 minutes
4	For each pile, collaboratively plan what the corrective instruction will look like.	10 minutes
5	Plan how to extend the learning for students who are proficient on the learning target.	10 minutes
6	Repeat steps 2-5 for the next learning target(s)	Varies depending on the number of targets and experience of the team

Fourth Grade Math Learning Target: Solve word problems involving multiplication of a fraction by a whole number.

Liam is making lemonade. He needs 16 ounces of lemon juice. He has 10 lemons.



Each lemon makes about 1 ½ ounces of lemon juice. Will he have enough lemon juice? Explain how you know.

Scoring Rubric

Proficient	Partially Proficient	Not Proficient
The student solves the problem correctly and is able to show an appropriate solution pathway explaining their answer.	The student does not show complete understanding of the learning target. (S)he either makes an error in executing the process; or solves the problem correctly, but doesn't provide an explanation of how.	The student doesn't show any understanding of the learning target. (S)he either chooses an inappropriate solution pathway or provides an explanation that shows misunderstanding of the problem.

Student Work Samples:

Student One: Liam has 10 lemons and they each make 1 ½ ounces of juice. So 10 times 1 ½ means that he has 10 ounces plus ½ ounce. That is not enough juice because he needs 16 ounces.

Planned Response:

Student Two: He needs ½ more lemons.

Planned Response:

Student Three: No because every two lemons is three ounces 3 times 5=15 and that's one ounce short.

Planned Response:

7th Grade ELA

Learning Target: Use narrative techniques such as dialogue to develop experiences, events, and/or characters.

Directions: A student is writing a narrative for a literary magazine about two friends on a hot day. Read the draft of the introduction and complete the task that follows.

A Hot Day

Joe lounged outside under a tree, the only area having a significant amount of shade. It was only 9:00 a.m., but the temperature had already passed the 80-degree mark and was rising rapidly. Weather forecasters on the new programs had predicted that the heat wave would continue through the next couple of days. They had even provided safety precautions to take during times of high temperatures. Listeners had been advised to exercise only in the early morning hours and in the late evening hours. They had been instructed to drink a large quantity of water to stay hydrated. Joe was still debating what activity he wanted to do when his friend George arrived.

Write the dialogue that might have occurred when George walked up to Joe:

Rubric for Scoring:

Proficient	Partially Proficient	Not Proficient
The response includes dialogue that is appropriate and provides details which help develop the experiences, events or characters.	The response includes dialogue that is appropriate, but doesn't develop the experiences, events or characters.	The response either doesn't include dialogue or the dialogue is inappropriate for the response.

Student 1: George said, "Hey Joe. Man it's hot today." Joe said, "Yeah, so I was thinking with this heat wave, many we can make a lemonade stand." The two boys decided that a lemonade stand sounded like a good idea because they could make some money and have something to drink. They agreed to make the lemonade stand together and split the profits.

Planned Response:

Student 2: George should be active in the morning because hes awake early enough and while he exercises he should be drinking a lot of water to stay hydrated while he is exercising. The passage is somewhat like George because its explaining how lazy he's feeling during a heat wave.

Planned Response:

Student 3: George looked parched and gasped, “Man, it’s like were on the sun.” Joe tried to look at him, but the sun was glaring into his eyes. He then groaned and asked, “What do you want to do?” George seemed to be in deep thought. “Baseball?” he asked, “Are you crazy? If we play baseball, we’ll pass out!” Joe didn’t mean to be so harsh, but only an absolute lunatic would try to play baseball in this heat. But then he had a brilliant idea that seemed to have fallen from the sky and gave him a swift wack on the head. “How about we go down to the creek?” As if George had already known what he was going to say, he ran off and yelled over his shoulder to Joe, “Meet me there! I’m going to change into my swim trunks!”

Planned Response:

Track Your Progress
Scientific Method Unit—Grade 7

Shade each rectangle to show your current understanding of each target.

- I can design an experiment using the scientific method.

Starting ...	Getting There ...	Got It!

- I can identify the dependent and independent variables in an experiment

Starting ...	Getting There ...	Got It!

- I can analyze data from tables and graphs.

Starting ...	Getting There ...	Got It!

- I can measure accurately using a triple beam balance, a graduated cylinder, and a meter stick.

Starting ...	Getting There ...	Got It!

Questions I have about the scientific method at the beginning of this unit…

No.	Learning Target	Right?	Wrong?	Simple Mistake?	More Study?
1	**Addition within 100**	X			
2	**Addition within 100**		X	X	
3	**Addition within 100**	X			
4	**Addition within 100**	X			
5	Subtraction within 100	X			
6	Subtraction within 100	X			
7	Subtraction within 100	X			
8	Subtraction within 100	X			
9	**Solve word problems with coins**		X		X
10	**Solve word problems with coins**		X		X
11	**Solve word problems with coins**		X		X
12	**Solve word problems with coins**		X		X

Providing Feedback

- Use descriptive rather than evaluative feedback.
- Provide it around the learning target(s) being assessed.
- Limit "corrective feedback" to what can be absorbed at a given time.
- Must be specific enough so that the students knows what to do next, but not so specific it gives away the answer.

Our Next Steps

Consider This	Next Steps
Knowing our current reality	
A balanced assessment system	
Common Formative Assessments	
Using the Data	
Involving Students	