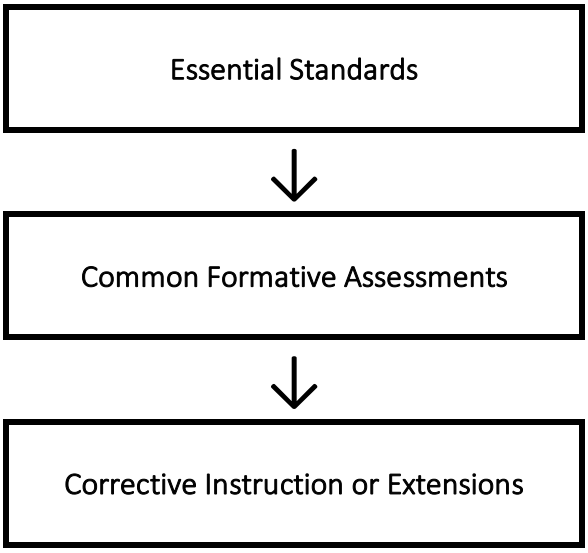
Targets for Today

- Understand how unwrapping standards into learning targets improves the quality of common formative assessments.
- Learn how to choose the right type of assessment item to match the rigor of your learning target.
- Understand how to create an assessment plan that will lead to a more valid and reliable assessment.

Critical Questions Teams Ask

DuFour, DuFour, Eaker, Many, & Mattos (2016):

1. What do we want our students to know and be able to do?
2. How will we know if they can?
3. What will we do for those who can't?
4. What will we do for those who already can?



Formative Assessment

Wiliam (2011): "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 the 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" (p. 43).

Common Formative Assessment

Bailey, Jakicic, & Spiller (2014): "Common formative assessments are **team-designed**, intentional measures used for the purpose of monitoring student attainment of **essential learning targets** throughout the instructional process" (p. 100).

Best Test	Worst Test
Type	Type
Why?	Why?

Big Ideas of Assessment

1. Common formative assessments are based on targets (not standards) that are clear to teachers and students.

2. The type of assessment used must match the level of thinking expected in the learning target.

3. To be valid, the assessment must assess the learning targets that are understood by both teachers and students at the level of thinking they were taught.

What Are Learning Targets?

Bailey, Jakicic, & Spiller (2014):

- *Learning targets* are increments of learning that make up the journey to achieving the overall standard.

- They include all skills and concepts that students must acquire to master the standard.

- Common formative assessments are based on learning targets rather than standards.

- Learning targets may be written as "I can" statements in student-friendly language.

Protocol for Unwrapping Standards
Finding the Learning Targets to Teach and Assess

Bailey & Jakicic (2012):

1. Circle the verbs (skills).

2. Underline the nouns (concepts) to be taught.

3. Double underline any prepositional phrase (context).

4. Write separately each verb (skills) and noun (concept) combination as a separate learning target.

5. If a prepositional phrase (context) is included at the beginning or the end of the standard, include it in the target.

6. Examine each learning target asking the following questions—
    - What are the instructional and assessment implications of this target?
    - What would it look like to teach this target in the classroom (setting, materials, strategies)?
    - Is the skill measurable? What would the assessment look like? Do you need to change the verb to make it more measurable?

7. After examining the instructional and assessment implications, are there any targets that are implicit or not directly stated in the standard that should be included?

Unwrapping Template				
Standard: RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.				
What will Students Do? (skills or verbs)	With What Knowledge or Concept? (nouns or direct instruction)	In What Context?	DOK	Common Formative Assessment
Compare and Contrast	A firsthand and secondhand account	Of the same event or topic		
Describe	The differences in focus each account provided			
Describe	The differences in information each account provided			
(Identify)	A firsthand account and a secondhand account			
Vocabulary	Firsthand account Secondhand account			
Summative Assessment:				

Unwrapping Template				
Standard:				
What will Students Do? (skills or verbs)	With What Knowledge or Concept? (nouns or direct instruction)	In What Context?	DOK	Common Formative Assessment
Summative Assessment:				

Sample Standards (CCSS)

ELA, Grade K: Identify the front cover, back cover, and title page of a book (ELA-LITERACY.RI.K.5).

Math, Grade 1: Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false (MATH.CONTENT.1.OA.D.7).

ELA, Grade 2: Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures (ELA-LITERACY.2.RL.3.9).

Math, Grade 3: Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding (MATH.CONTENT.3.OA.D.8).

ELA, Grade 4: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context (ELA-LITERACY.RF.4.3.A).

Math, Grade 5: Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators (MATH.CONTENT.5.NFA.1).

ELA, Grade 6: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas (ELA-LITERACY.RI.6.5).

Math, Grade 7: Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle (MATH.CONTENT.7.G.B.4).

ELA for History and Social Studies, Grade 6–8: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions (ELA-LITERACY.RH.6-8.2).

Math, Algebra: Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales (MATH.CONTENT.HSA.CED.A.2).

ELA for Science and Technical Subjects, Grade 9–10: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address (ELA-LITERACY.RST.9-10.6).

Why Do We Need Rigor?

- By 2018, 63 percent of all US jobs will require at least some college (**Carnevale, Smith, & Strohl**, 2010).

- **Gary L. Williamson** found a 350 Lexile gap between the difficulty of end-of-high school and college texts (2008).

- Because of NCLB, states sidelined subjects such as social studies and science to improve math and reading achievement (**Center on Education Policy**, 2007).

Using Webb's Depth of Knowledge to Discuss Proficiency

Webb's Depth of Knowledge (2005)	
Level 1: Recall	Level 1 requires rote recall of information of facts, definitions, terms, or simple procedures. The student either knows the answer or does not.
Level 2: Skills and Concepts	Level 2 requires engagement of mental processing or decision-making beyond recall or reproduction. Items falling into this category often have more than one step, such as organizing and comparing data.
Level 3: Strategic Thinking	Level 3 requires higher-level thinking than levels 1 and 2 and could include activities or contexts, which have more than one possible solution, thereby requiring justification or support for the argument or process.
Level 4: Extended Thinking	Level 4 requires high-cognitive demand in which students synthesize ideas across content areas or situations and generalize that information to solve new problems. Many responses falling into this category require extensive time, as they imply that students will complete multiple steps, as in a multivariant investigation and analysis.

Examples for My Own Classroom

DOK 1:

DOK 2:

DOK 3:

DOK 4:

Level	Social Studies	ELA
DOK 1	• Recalling facts, terms, concepts, and trends • Recognizing or identifying specific information contained in maps, charts, tables, graphs, or diagrams	• Identifying figurative language • Demonstrating fluency • Knowing vocabulary • Using punctuation correctly
DOK 2	• Comparing or contrasting people, places, events, and concepts • Converting information from one form to another • Giving an example • Classifying or sorting items into meaningful categories • Describing, interpreting, or explaining issues and problems, patterns, reasons, cause and effect, significance or impact, and points of view	• Engaging in low-level comprehension (right-there questions) • Making simple inferences • Using context clues • Predicting outcomes • Summarizing • Writing a first draft • Taking notes • Outlining
DOK 3	• Using evidence • Drawing conclusions • Applying concepts to new situations • Using concepts to solve problems • Analyzing similarities and differences in issues and problems • Proposing and evaluating solutions to problems • Recognizing and explaining misconceptions • Making connections across time and place to explain a concept	• Explaining, generalizing, or connecting ideas • Understanding how author's purpose affects the text • Summarizing info from several sources • Identifying abstract themes • Writing for different purposes • Demonstrating awareness of audience • Using complex structures and ideas in writing
DOK 4	• Analyzing and synthesizing information from multiple sources • Examining and explaining alternate perspectives • Illustrating how common themes and concepts are found across time and place • Making predictions with evidence • Developing a logical argument • Planning and developing solutions to problems	• Analyzing and synthesizing from multiple sources • Explaining alternate perspectives from a variety of sources • Defining similar themes over a variety of texts • Writing with voice • Writing with information from a variety of sources

Level	Math	Science
DOK 1	• Knowing math facts • Applying an algorithm or formula	• Defining • Completing simple (one step) procedures • Knowing a formula • Representing in words or diagrams a concept or relationship
DOK 2	• Making a decision about how to approach a problem • Solving at least two-step problems • Interpreting info from tables or graphs (simple)	• Specifying and explaining the relationship between facts, terms properties, or variables • Describing and explaining examples and non-examples of science concepts • Selecting a procedure according to specified criteria and performing it • Formulating routine problems given data and conditions • Organizing, representing, and interpreting data
DOK 3	• Making conjectures • Drawing conclusions • Justifying reasoning especially when tasks have more than one right answer • Citing evidence	• Explaining the reasoning for an answer • Identifying research questions and designing investigations for a scientific problem • Solving non-routine problems • Developing a scientific model for a complex situation • Forming conclusions from experimental data
DOK 4	• Requiring complex thinking over a period of time (with different tasks) • Requiring planning • Making connections between a finding and related concepts • Critiquing design	• Using complex reasoning, experimental design, and planning • Deducting the fundamental relationship between several controlled variables based on provided data from a complex experiment novel to the student • Conducting an investigation, from specifying a problem to designing and carrying out an experiment, to analyzing its data and forming conclusions

Choosing an Appropriate Assessment

Type of Assessment	Examples in Practice	Advantages	Disadvantages
Selected Response			
Constructed Response			
Performance			
Performance Task			

Does the Question Match the Learning Target?

Note similarities and differences in the point of view two different accounts of the same event represent.

Multiple-Choice Question

Read these two newspaper articles about the wildfires in California. From what point of view is the first article written?

a. First person
b. Secondhand
c. Third person
d. Many different points of view

Constructed-Response Question

Read these two newspaper articles written about the wildfires in California. In class, we talked about how details included in the first person account are different from those in a third person account. Explain how the author's point of view affects what details you see in the article. (clear rubric provided)

Validity

Assessment items match what you have taught in both **content and rigor**. The assessment will tell you whether the students have learned the material you want them to learn.

Making Assessments Valid

1. Unwrap standards into learning targets to clearly uncover the important knowledge and skills you want to teach and assess and identify the DOK level of each target.

2. Create an assessment planning chart to ensure you have assessed each of those targets at the level you expect students to reach.

Reliability

The assessment tells you **with confidence** whether students are ready to move on or if they need more time and support. Can you rely on the information from the assessment to make decisions about what to do next for students?

Assessment Planning Chart

Content or Targets	Level of Cognitive Demand				
	DOK 1 Knowledge Retrieval	DOK 2 Comprehension Application	DOK 3 Analysis	DOK 4 Evaluation or Knowledge Utilization	Expectations for Proficiency

Assessment Planning

- Identify the specific targets to be assessed. (One or two work best.)

- Determine the level of cognitive demand. (What kind of thinking is required?)

- Decide what type of assessment items and how many to use.
  - Selected response for knowledge, application, analysis
  - Constructed response for higher level

- Consider how much time the assessment will take.

What Targets Do We Choose?

- Targets that are essential for student learning

- Targets that are difficult or that lead to misconceptions

- Targets that are prerequisite to future learning

- Targets that are absolutely necessary for students to know

Making Assessments Reliable

1. Review the assessment plan to make sure you have enough items for each target so students aren't able to guess the answers and appear *proficient* or misread the items and appear *not proficient*.

2. Ensure items are constructed with good format to minimize misunderstanding or guessing.

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