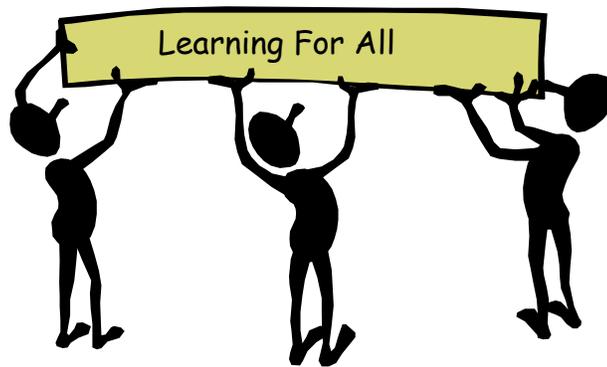# Getting Clear on The Work of The Collaborative Team

Learning For All

## Madison Cross Roads Elementary
February 10-11, 2020

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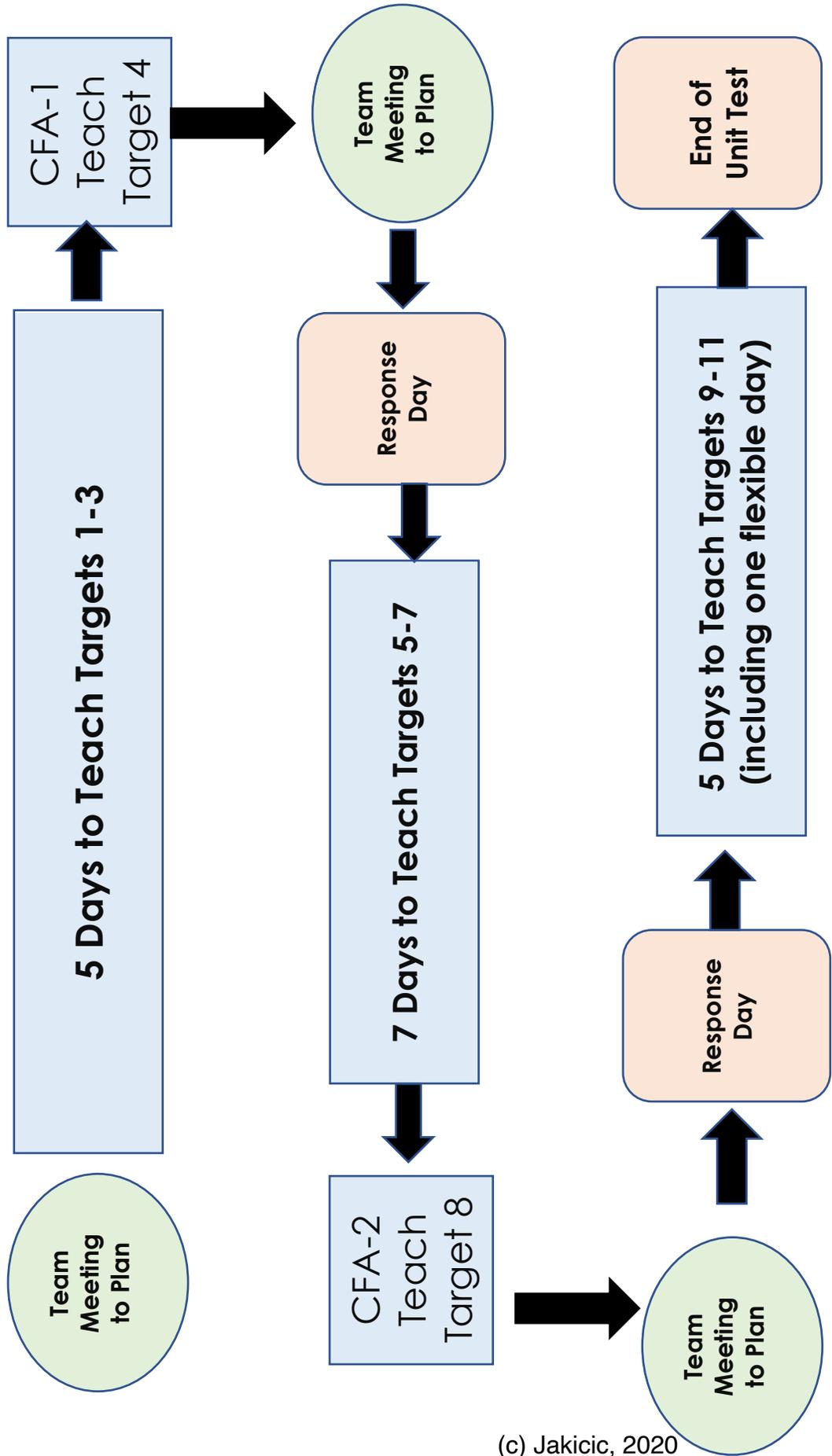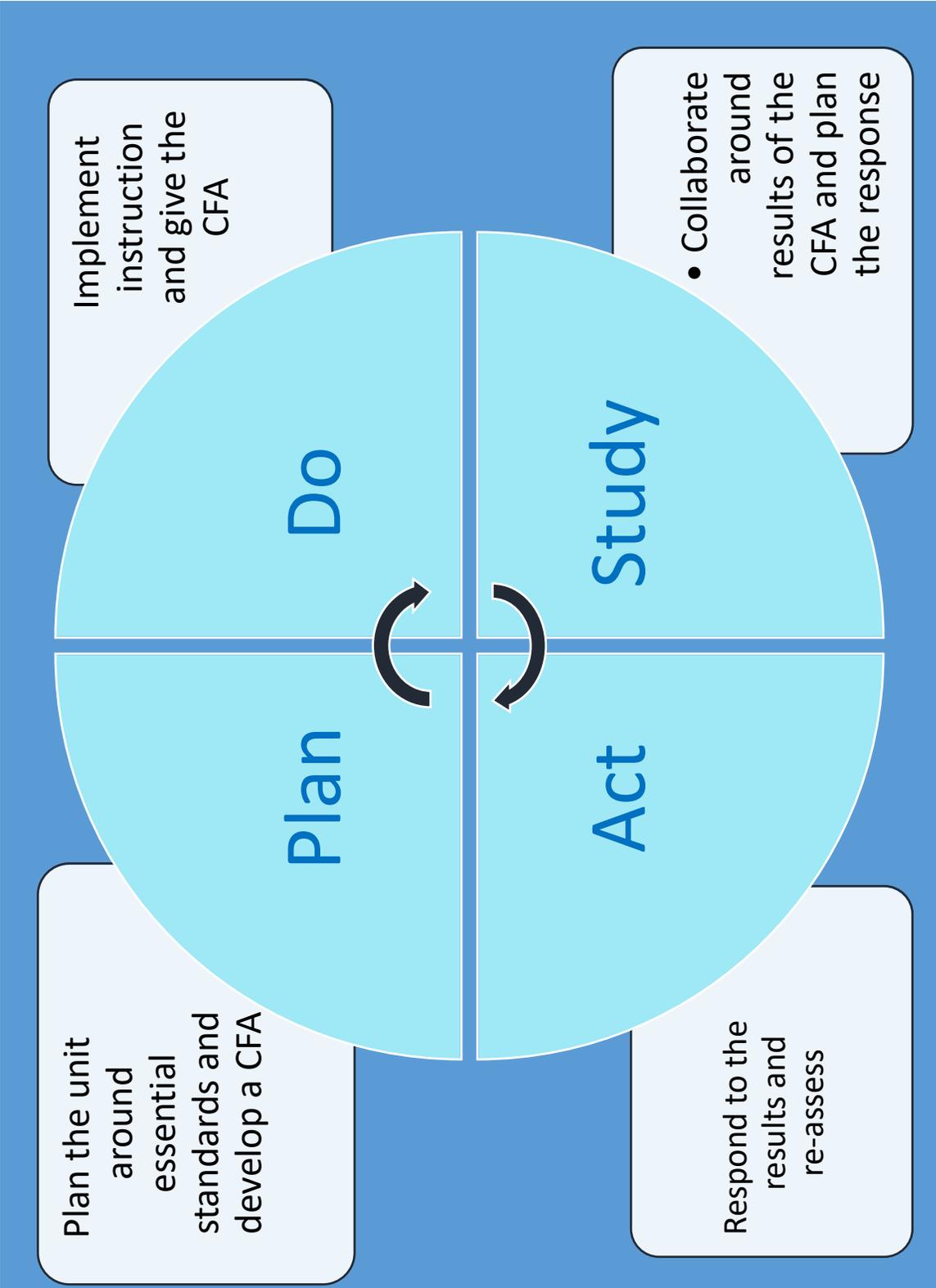http://www.chrisjakicic.com
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Agenda

1.  Welcome and Getting Re-Connected
      •What's Your Status?

2.  Learning Planning Instead of Lesson Planning

3. Cycles That Drive the Work

4. Unwrapping Essential Standards

5. Planning Common Formative Assessments

**Critical Questions Teams Ask**

1. What do we want 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?

Developing a Unit Plan to Include Common Formative Assessments

Team Meeting to Plan → 5 Days to Teach Targets 1-3 → CFA-1 Teach Target 4 → Team Meeting to Plan → Response Day → 7 Days to Teach Targets 5-7 → CFA-2 Teach Target 8 → Team Meeting to Plan → Response Day → 5 Days to Teach Targets 9-11 (including one flexible day) → End of Unit Test

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Plan the unit around essential standards and develop a CFA

Implement instruction and give the CFA

- Collaborate around results of the CFA and plan the response

Respond to the results and re-assess

**Plan**

**Do**

**Study**

**Act**

**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.

**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.

### Protocol for Unwrapping Standards
### Finding the learning targets to teach and assess

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 (the context) is included at the beginning or the end of the standard, include it in the target.

6. Discuss the possible implicit learning targets. These often are prerequisite skills (not taught in prior year or course) that students have to learn.

7. Discuss the order in which the targets will be taught.  Are there some that cross into multiple units of instruction?  Are there some that are developed over time?

8. For each learning target build consensus on the DOK level for that target. Consider more than the verb!

9. Discuss a possible summative assessment.

10. Consider which targets will need a common formative assessment during the unit of instruction and what those CFAs might look like.

**Unwrapping Template**

Standard:  Describe the relationship between a series of historical events, scientific ideas, or steps in technical procedures in a text, using language that pertains to time, sequence and cause and effect. 3.RI.3

| What will Students Do? | With What Knowledge or Concept? | In What Context? | DOK | Common Formative Assessment |
|---|---|---|---|---|
| Describe 3 | the relationship between a series of historical events, scientific ideas, or steps in technical procedures | In an informational text | 3 | |
| Determine 1 | The structure of the text being read—time sequence, and cause and effect. | | 2 | Given a piece of text the student can identify its structure |
| Annotate or highlight 1 | a text to show its structure | | 2 | Given a piece of text the student can highlight to show its structure. |
| Use 3 | Language that pertains to time, sequence, and cause and effect. | | 3 | |
| Identify 2 | Key terms that let the reader know two things are being compared (but, however, in contrast.) | | 1 | |

Summative Assessment: The student will be asked to read a third grade scientific text and will be asked questions that require analysis of the relationships between ideas in the text.

## Unwrapping Template

Standard: Students know and apply grade-level phonics and word analysis skills in decoding words:
 a.  Know the spelling-sound correspondences for common consonant diagraphs.
 b.  Decode regularly spelled one-syllable words.
 c.  Know final -e and common vowel team conventions for representing long vowel sounds.
 d.  Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
 e.  Decode two-syllable words following basic patterns by breaking the words into syllables.
 f.  Rad words with inflectional endings.
 g.  Recognize and read grade-appropriate irregularly spelled words. 1.RF.3

| What will Students Do? | With What Knowledge or Concept? | In What Context? | DOK | Common Formative Assessment |
|---|---|---|---|---|
| Know<br><br>2, 4 | Spelling and sound correspondences for common diagraphs | | 1 | |
| Decode<br>1,2,3,4 | Regularly spelled one-syllable words | | 1 | |
| Know<br>2,3,4 | Final -e conventions | For long vowel sounds | 1 | |
| Know<br>3,4 | Common vowel team conventions | For long vowel sounds | 1 | |
| Use<br>4 | Knowledge that every syllable must have a vowel sound | To determine the number of syllables in a printed word | 1 | |
| Decode<br>4 | Two syllable words following basic patterns | By breaking the words into syllables | 1 | |
| Read<br>1,4 | Words | With inflectional endings | 1 | |
| Recognize and read<br>1,2,3,4 | Grade appropriate irregularly spelled words | | 1 | |

Summative Assessment:

| Unwrapping Template | | | | |
|---|---|---|---|---|
| **Standard:** | | | | |
| What will Students Do? | With What Knowledge or Concept? | In What Context? | DOK | Common Formative Assessment |
| | | | | |
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| | | | | |
| | | | | |
| **Summative Assessment:** | | | | |

**What Targets Should We Choose?**

Should be targets that are essential for student learning:

- Targets that are often difficult or lead to misconceptions
- Targets that are prerequisite to future learning
- Targets that are absolutely necessary for students to know

### Depth of Knowledge

| Level 1 | Recall<br>Recall of a fact, information, or procedure. |
|---|---|
| Level 2 | Skill/Concept<br>Use information or conceptual knowledge, two or more steps, etc. |
| Level 3 | Strategic Thinking<br>Requires reasoning, developing a plan or a sequence of steps, some complexity, more than one possible answer. |
| Level 4 | Extended Thinking<br>Requires an investigation, time to think and process Multiple conditions of the problem. |

|  | Social Studies | ELA |
|---|---|---|
| DOK 1 | •recall facts, terms, concepts, trends<br>•recognize or identify specific information contained in maps, charts, tables, graphs, or diagrams | •identify figurative language<br>•fluency<br>•know vocabulary<br>•use punctuation correctly |
| DOK 2 | •compare or contrast people, places, events and concepts<br>•convert information from one form to another<br>•give an example<br>•classify or sort items into meaningful categories<br>•describe, interpret, or explain issue and problems, patterns, reasons, cause and effect, significance or impact, points of view | •low level comprehension (right there questions)<br>•simple inferences<br>•using context clues<br>•predict outcome<br>•summarizing<br>•first draft writing<br>•notetaking<br>•outlining |
| DOK 3 | •use evidence<br>•draw conclusions<br>•apply concepts to new situations<br>•use concepts to solve problems<br>•analyze similarities and differences in issues and problems<br>•propose and evaluate solutions to problems<br>•recognize and explain misconceptions<br>•make connections across time and place to explain a concept. | •explain, generalize, or connect ideas<br>•how author's purpose affects the text<br>•summarize info from several sources<br>•identify abstract themes<br>•writing for different purposes (awareness of audience)<br>•using complex structures and ideas in writing |
| DOK 4 | •analyze and synthesize information from multiple sources<br>•examine and explain alternate perspectives<br>•illustrate how common themes and concepts are found across time and place<br>•make predictions with evidence<br>•develop a logical argument<br>•plan an develop solutions to problems | •analyze and synthesize from multiple sources<br>•explain alternate perspective from a variety of sources<br>•Define similar themes over a variety of texts<br>•writing with voice<br>•writing with information from a variety of sources |

| | Math | Science |
|---|---|---|
| DOK 1 | •knowing math facts<br>•apply an algorithm or formula | •definition<br>•simple procedure (one step)<br>•know a formula<br>•represent in words or diagrams a concept or relationship |
| DOK 2 | •make a decision about how to approach a problem<br>•at least 2 step problems<br>•interpret info from table or graph (simple) | •specify and explain the relationship between facts, terms properties, or variables<br>•Describe and explain examples and non-examples of science concepts<br>•Select a procedure according to specified criteria and perform it<br>•Formulate routine problem given data and conditions<br>•Organize, represent, and interpret data |
| DOK 3 | •make conjectures<br>•draw conclusions<br>•justify reasoning especially when tasks have more than one right answer<br>•citing evidence | •Explain their thinking about an answer<br>•Identify research questions and design investigations for a scientific problem<br>•Solve non-routine problems<br>•Develop a scientific model for a complex situation<br>•Form conclusions from experimental data |
| DOK 4 | •requires complex thinking over a period of time (with different tasks)<br>•requires planning<br>•making connections between a finding and related concepts<br>•critiquing design | •complex reasoning, experimental design and planning<br>•Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables.<br>• Conduct 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 | | | |

**Validity**—Does the assessment assess what we wanted it to assess? Will it tell me whether or not the students learned the material I wanted them to learn?

**Reliability--**Can I rely on the information to make decisions about what to do next for my students? Does it tell me *with confidence* whether the student is ready to move on or if (s)he needs more time and support?

**Making Assessments Valid**
Unwrap standards into the learning target to clearly uncover the important knowledge and skills we want to teach and assess.

Create an assessment planning chart to assure that we have assessed each of those targets at the level we expect students to reach.

**Assessment Planning**
- Identify the specific targets to be assessed. (1 or 2 work best)
- Determine the level of cognitive demand. (DOK 1-4)
- Decide what type of assessment items and how many to use.
    - Selected Response for DOK 1 & 2
    - Constructed Response for DOK 3 & 4
- Consider how much time the assessment will take.

## Assessment Planning Chart

| Content/Targets | Level of Cognitive Demand | | | | What will proficiency look like? |
| --- | --- | --- | --- | --- | --- |
| | Knowledge Retrieval DOK 1 | Comprehension Application DOK 2 | Analysis DOK 3 | Synthesis Evaluation DOK 4 | |
| Identify the structure of the text being read—time, sequence, and cause and effect. | | 2 constructed response | | | 2 correct answers |
| Annotate or highlight a text to show its structure. | | Highlight a piece of text to show its structure | | | Rubric to show proficiency |

| Learning Target | Proficient | Partially Proficient | Not Proficient |
| --- | --- | --- | --- |
| Highlight a text to show its structure | Highlights demonstrate that the student accurately identified the structure of the text and showed how each piece is linked to the other pieces | Highlights demonstrate that the student accurately identified the structure of the text but had minor mistakes in showing how each piece is linked to other pieces. | The student was either unable to accurately identify the structure of the text or unable to show how pieces are linked to each other. |

# Assessment Planning Chart—Grade 5

| Content/ Targets | Level of Cognitive Demand | | | | What will proficiency look like? |
| --- | --- | --- | --- | --- | --- |
| | Knowledge Retrieval DOK 1 | Comprehension Application DOK 2 | Analysis DOK 3 | Synthesis Evaluation DOK 4 | |
| Add and subtract fractions using the algorithm | 3 addition and 3 subtraction | | | | 5 correct answers |
| Add and subtract fractions in a real world problem where student must decide the process and explain why they did each step | | 2 problems (1 addition and one subtraction) with an explanation | | | "proficiency" on the rubric |

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# Assessment Planning Chart

## Level of Cognitive Demand

| Content/Targets | Knowledge Retrieval DOK 1 | Comprehension Application DOK 2 | Analysis DOK 3 | Synthesis Evaluation DOK 4 | What will proficiency look like? |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

# Figure 2.4: Examples of Lower- and Higher-Level-Cognitive-Demand Tasks

**Directions:** Choose the most appropriate grade level that follows and discuss why each of the questions meets the cognitive-demand levels to which it's assigned using the descriptions for lower- and higher-level-cognitive-demand tasks in the appendix (page 111).

**Grade 1:** I can compare two numbers and write my answer using <, =, or >.

| **Lower-level-cognitive-demand task:** | **Higher-level-cognitive-demand task:** |
|---|---|
| Write <, =, or > in the circle to compare the numbers. | Explain why 45 < 62. Use numbers, pictures, or words. |

23 ◯ 51

**Grade 4:** I can add and subtract fractions and show my thinking.

| **Lower-level-cognitive-demand task:** | **Higher-level-cognitive-demand task:** |
|---|---|
| Add and show how you know your answer is correct. | Martin runs $\frac{5}{6}$ of a mile and then walks $2\frac{2}{6}$ mile. How much farther does he walk than run? Show how you know your answer is correct. |

$$\frac{5}{6} + 2\frac{3}{6} = \boxed{\phantom{xx}}$$

**Grade 7:** I can solve multistep ratio and percent problems.

| **Lower-level-cognitive-demand task:** | **Higher-level-cognitive-demand task:** |
|---|---|
| What is a $40 shirt worth if it is on sale for 20% off the original price? | Carla wants to buy tennis shoes that have a price tag of $75. They are on sale for 20% off the original price, and she has a coupon to use that reduces the price an additional 10% off the sale price. Will Carla buy the shoes for 30% off the original price? Explain why or why not. |

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