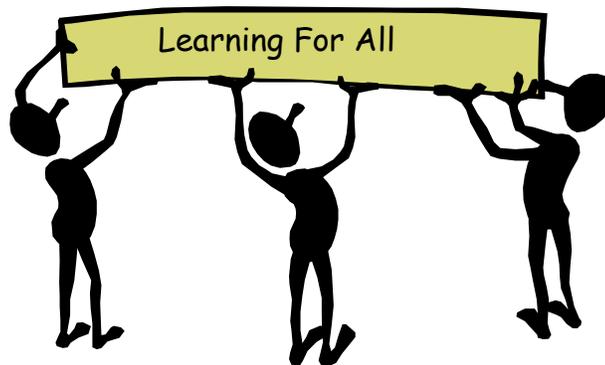


Using Common Formative Assessments to Improve Student Learning



**Nixa, MO
Grades 3-6
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Agenda

- Welcome and Getting Connected
 - Track Your Progress
- Review: Essential Standards as the Foundation of Assessment System
- Common Pacing vs. Common Planning
- Quality Assessment Includes both Formative and Summative
- Assessment Design
 - The Impact of Unwrapping/Unpacking
 - Agreeing on Proficiency
 - Planning the Assessment
 - Determining the Scoring Process

Track Your Progress Assessment Workshop Learning Targets

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

- I can explain the difference between common pacing and common planning.

Starting...	Getting There...	Got It!
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- I can explain how to design and use formative assessments differently from summative assessments.

Starting...	Getting There...	Got It!
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- I can agree on what proficiency is with my teammates.

Starting...	Getting There...	Got It!
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- I can plan an assessment to assure validity.

Starting...	Getting There...	Got It!
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- I can work with me team to score assessments to gather reliable evidence about student learning.

Starting...	Getting There...	Got It!
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Questions I have at the beginning of today...

	Autonomy?
Instruction	• All
Assessment	• Some
Curriculum	• None

Critical Questions Teams Ask

- What do we want students to know and be able to do?
- How will we know if they can?
- What will we do if they can't?
- What will we do if they already can?

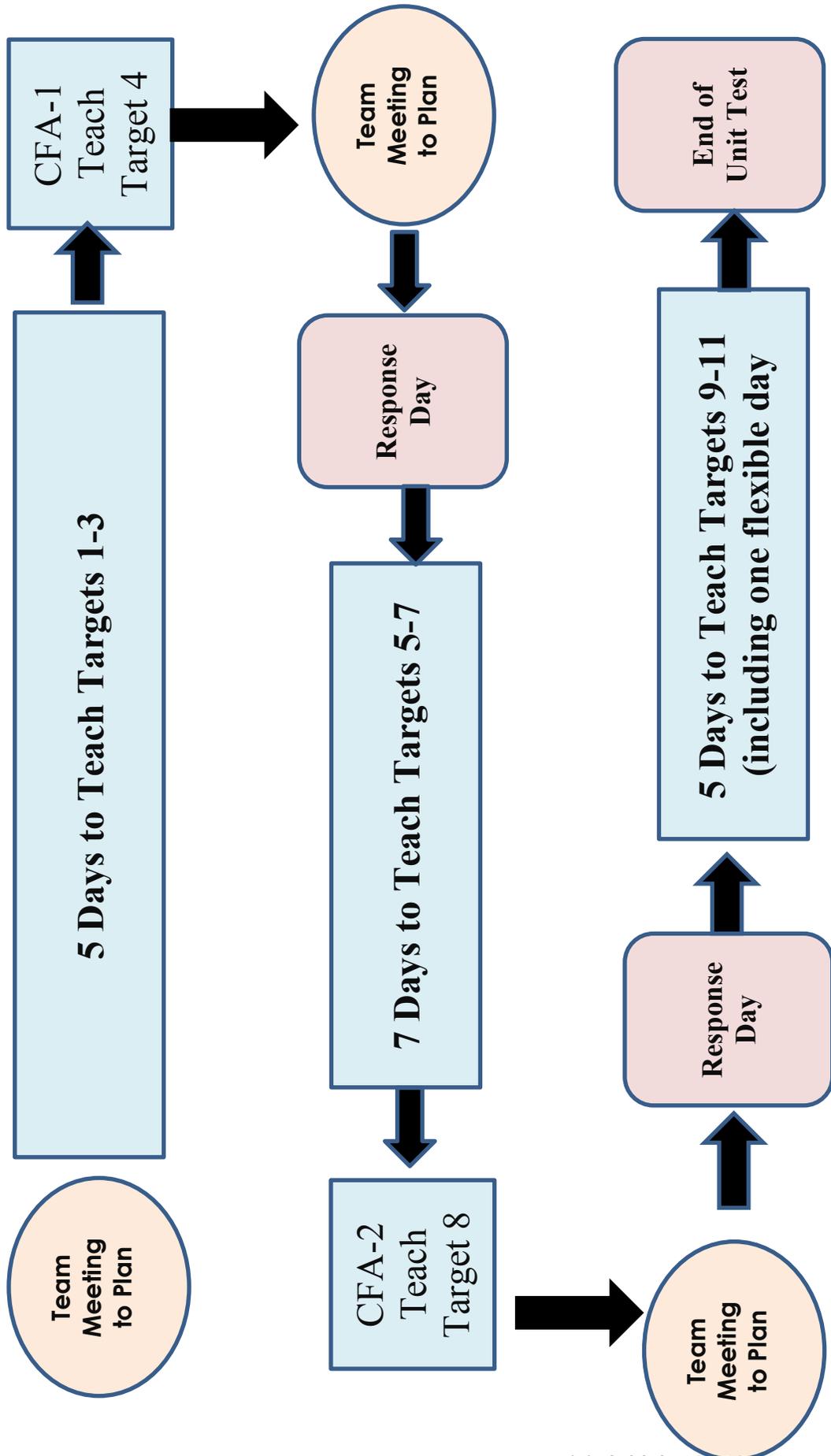
Essential Standards

Essential standards are ones that all students must know and be able to do by the end of the year. Common formative assessments are based on these standards. (They often are called power or priority standards.) You guarantee that students who do not **(yet)** master these standards receive **time and support**.

Pacing Instruction and Assessment

- All standards should be represented in the pacing guides for a course or grade level.
- Pacing should be adjusted to accommodate the need for extra time to teach, assess, and reteach the essential standards.
- Teams need to aim for common pacing rather than common planning.

Developing a Unit Plan to Include Common Formative Assessments



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.*

Common Formative Assessments Common Formative Assessments are **team-designed**, intentional measures used for the purpose of monitoring student attainment of **essential learning targets** throughout the instructional process.

Understanding Formative and Summative Assessments

Formative	Summative
Given DURING the unit of instruction.	Given at the end of the unit of instruction.
Short, maybe 20 minutes.	Longer, often a class period.
Written around 1-3 learning targets.	Written around 1 or more standards.
Used to diagnose next steps in learning. Students are given feedback	Use to measure student learning. Students are given a grade.

What are Learning Targets

- Learning targets are the increments of learning that make up the journey to achieving the overall standard.
- They include all of the skills and concepts students must acquire to master the standard.
- Common formative assessments are designed around learning targets rather than standards.
- Learning targets may be written as “I can” statements in student-friendly language.

Read, infer, analyze and draw conclusions to:

Compare and contrast the point of view from which stories are narrated; explain whether the speaker of a story is first or third person.

Compare and contrast the point of view from which stories are narrated

Select information or ideas from 2 stories that are the same in both

Explain why details are different in stories written in first person from those written in third person

Explain whether the speaker of a story is first or third person

Know the terms first person and third person

CFA

CFA

Summative:
Students will be asked to read two stories, one written in first person the other written in third person. They will compare and contrast the stories and how the point of view affects what happens and what is included.

∞ **Grade 4 English Language Arts**

Reading		4.R.2.A.e
<p>2</p> <p>A</p> <p>MLS</p> <p>e</p>	<p>Develop and apply skills and strategies to comprehend, analyze, and evaluate fiction, poetry, and drama from a variety of cultures and times.</p> <p>Fiction</p> <p>Read, infer, analyze, and draw conclusions to:</p> <p>compare and contrast the point of view from which stories are narrated; explain whether the narrator or speaker of a story is first or third person</p>	<p>4.R.2.A.e</p>
<p><u>Expectation Unwrapped</u></p> <p>The student will compare the point of view (perspective) from which stories are narrated by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will contrast the point of view (perspective) from which stories are narrated by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p> <p>The student will explain whether the narrator or speaker of a story is the first or third person by inferring, analyzing, and drawing conclusions in fiction, poetry, and drama from a variety of cultures and times.</p>		<p><u>DOK Ceiling</u></p> <p style="text-align: center;">3</p> <p><u>Item Format</u></p> <p>Selected Response Constructed Response Technology Enhanced</p> <p><u>Text Types</u></p> <p>Literary: e.g., poetry, drama, realistic fiction, historical fiction, folktale, legend, science fiction</p>
<p><u>Content Limits/Assessment Boundaries</u></p> <p>Students may be asked to compare or contrast, independent of one another or in conjunction with one another.</p>		<p><u>Sample Stems</u></p> <p>What POV is used in the passage?</p> <p>From which POV is _____ narrated?</p> <p>Which statement best reflects the narrator’s POV in the passage?</p> <p>What evidence from the passage demonstrates the story is told in 1st person?</p>

	Social Studies	ELA
DOK 1	<ul style="list-style-type: none"> •recall facts, terms, concepts, trends •recognize or identify specific information contained in maps, charts, tables, graphs, or diagrams 	<ul style="list-style-type: none"> •identify figurative language •fluency •know vocabulary •use punctuation correctly
DOK 2	<ul style="list-style-type: none"> •compare or contrast people, places, events and concepts •convert information from one form to another •give an example •classify or sort items into meaningful categories •describe, interpret, or explain issue and problems, patterns, reasons, cause and effect, significance or impact, points of view 	<ul style="list-style-type: none"> •low level comprehension (right there questions) •simple inferences •using context clues •predict outcome •summarizing •first draft writing •notetaking •outlining
DOK 3	<ul style="list-style-type: none"> •use evidence •draw conclusions •apply concepts to new situations •use concepts to solve problems •analyze similarities and differences in issues and problems •propose and evaluate solutions to problems •recognize and explain misconceptions •make connections across time and place to explain a concept. 	<ul style="list-style-type: none"> •explain, generalize, or connect ideas •how author's purpose affects the text •summarize info from several sources •identify abstract themes •writing for different purposes (awareness of audience) •using complex structures and ideas in writing
DOK 4	<ul style="list-style-type: none"> •analyze and synthesize information from multiple sources •examine and explain alternate perspectives •illustrate how common themes and concepts are found across time and place •make predictions with evidence •develop a logical argument •plan an develop solutions to problems 	<ul style="list-style-type: none"> •analyze and synthesize from multiple sources •explain alternate perspective from a variety of sources •Define similar themes over a variety of texts •writing with voice •writing with information from a variety of sources

	Math	Science
DOK 1	<ul style="list-style-type: none"> •knowing math facts •apply an algorithm or formula 	<ul style="list-style-type: none"> •definition •simple procedure (one step) •know a formula •represent in words or diagrams a concept or relationship
DOK 2	<ul style="list-style-type: none"> •make a decision about how to approach a problem •at least 2 step problems •interpret info from table or graph (simple) 	<ul style="list-style-type: none"> •specify and explain the relationship between facts, terms properties, or variables •Describe and explain examples and non-examples of science concepts •Select a procedure according to specified criteria and perform it •Formulate routine problem given data and conditions •Organize, represent, and interpret data
DOK 3	<ul style="list-style-type: none"> •make conjectures •draw conclusions •justify reasoning especially when tasks have more than one right answer •citing evidence 	<ul style="list-style-type: none"> •Explain their thinking about an answer •Identify research questions and design investigations for a scientific problem •Solve non-routine problems •Develop a scientific model for a complex situation •Form conclusions from experimental data
DOK 4	<ul style="list-style-type: none"> •requires complex thinking over a period of time (with different tasks) •requires planning •making connections between a finding and related concepts •critiquing design 	<ul style="list-style-type: none"> •complex reasoning, experimental design and planning •Based on provided data from a complex experiment that is novel to the student, deduct the fundamental relationship between several controlled variables. • 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?

Designing Quality Assessments

- The assessment does not have to include EVERY learning target.
- The item must match the learning target in terms of content.
- The item must match the learning target in terms of rigor. (DOK 3 and 4 targets will likely not best be assessed with multiple choice questions).

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. (What kind of thinking?)
- 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 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

You accomplish more reliable teacher-created assessments by:

1. Having enough items for each target so that a student isn't able to guess the answers and appear "proficient" or misread items and appear "not proficient."
2. Assuring that items are constructed with good format to minimize misunderstanding or guessing.

Assessment Planning Chart (Grade 4 ELA)

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?
Select information or ideas from 2 stories (first person and third person) that are the same in both AND information or ideas that are different		Constructed response (3 that are the same and 2 that are different)			All 5 details are accurate
Explain why details are different in stories written in first person from those written in third person			1 constructed response		"proficiency" level on the rubric

<p>Explain why details are different in stories written in first person from those written in third person.</p>	<p>Proficiency</p> <p>The student can explain the 2 points of view and how they affect what is included in the story. They might include knowing more about what the character is thinking, the use of I/we pronouns in first person, and details from more than one character and he/she pronouns in third person.</p>	<p>Partial Proficiency</p> <p>The student is only able to analyze what information is included to appeal to the intended audience OR how particular word choice is used OR what kinds of reasoning is used.</p>	<p>No Proficiency</p> <p>The student is unable to analyze how the intended audience affects what the author includes.</p>
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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	

Using Rubrics with Common Formative Assessments

- Each learning target should be have a separate criterion on the rubric.
- The team must develop a common understanding of what the expectation is for each level of response often guided by strong and weak work.
- Be aware that some constructed response questions have only “correct” and “incorrect” answers.

	Beyond Proficiency	Proficiency	Partial Proficiency	No Proficiency
Learning target 1				
Learning target 2				

	Beyond Proficiency	Proficiency	Partial Proficiency	No Proficiency
Mathematical Explanation	<p>Gives a complete written explanation of what was done as well as why it was done.</p> <p>Provides some alternate thinking about how this might apply in other situations.</p>	<p>Student gives an accurate and complete written explanation of what was done as well as why it was done.</p> <p>The complete explanation may include a diagram.</p>	<p>Cannot thoroughly explain what was done and why. The explanation is vague, difficult to understand, or doesn't completely match the process.</p>	<p>Is unable to explain the solution.</p>

Create a Rubric for the Constructed Response Question You Wrote:

	Beyond Proficiency	Proficiency	Partial Proficiency	No Proficiency