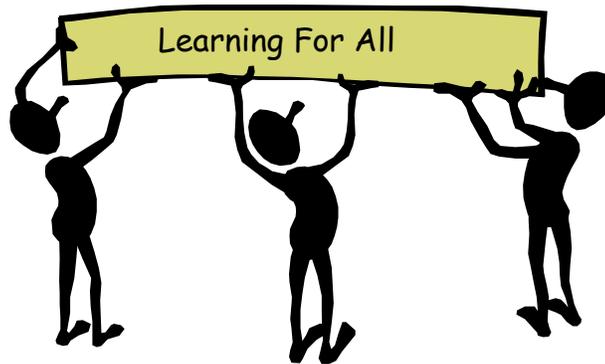


Digging Deeper With the Work



Crestline Elementary School
Mountain Brook, AL
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Agenda

1. Getting Connected
2. Why Do We Unwrap?
3. Unwrap a Standard Together
4. Develop a Common Formative Assessment
5. Use the results to plan next steps

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**.

Why Do We Unwrap Standards?

- The process of unwrapping helps team to have a common understanding of the meaning of the standards.
- It results in understanding the learning targets that must be learned to master the standards.
- It helps teams come to agreement about what proficiency looks like.
- Formative assessments are written about learning targets: summative around standards.

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

-Bailey, Jakicic, Spiller

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 given feedback.	Use to measure student learning; students given a grade.

Unwrapping Template

Standard: Students use information gained from the illustrations and words in print or digital text to demonstrate understanding of its characters, settings, or plot. (RL.2.7)

What will Students Do?	With What Knowledge or Concept?	In What Context?	DOK	Common Formative Assessment
Use	Information from illustrations to demonstrate understanding of its characters	In print or digital text	DOK 2	
Use	Information from words to demonstrate understanding of its characters	In print or digital text	DOK 2	
Know/Identify	What characters are in a story		DOK 1	
Use	Information from illustrations to demonstrate understanding of its settings	In print or digital text	DOK 2	Given a new text, the student can describe the setting using the illustrations
Use	Information from words to demonstrate understand of its settings	In print or digital text	DOK 2	
Know/Identify	What the setting of a story is		DOK 1	
Use	Information from illustrations to demonstrate understanding of its plot	In print or digital text	DOK 2	
Use	Information from words	In print or	DOK 2	

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	to demonstrate understanding of its plot	digital text		
Explain	The plot of a story including the sequence of events		DOK 1	
Summative Assessment: Students will be asked to read/listen to a new story. They will be directed to answer questions about the characters, setting and plot from the words in the story.				

Unwrapping Template (First Grade)

Standard: Students know and apply grade-level phonics and word analysis skills in decoding words:

- a. Know the spelling-sound correspondences for common consonant digraphs.
- 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. Read 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 2, 4	Spelling and sound correspondences for common digraphs		1	
Decode 1,2,3,4	Regularly spelled one-syllable words		1	
Know 2,3,4	Final -e conventions	For long vowel sounds	1	
Know 3,4	Common vowel team conventions	For long vowel sounds	1	
Use 4	Knowledge that every syllable must have a vowel sound	To determine the number of syllables in a printed word	1	
Decode 4	Two syllable words following basic patterns	By breaking the words into syllables	1	
Read 1,4	Words	With inflectional endings	1	
Recognize and read 1,2,3,4	Grade appropriate irregularly spelled words		1	

Summative Assessment:

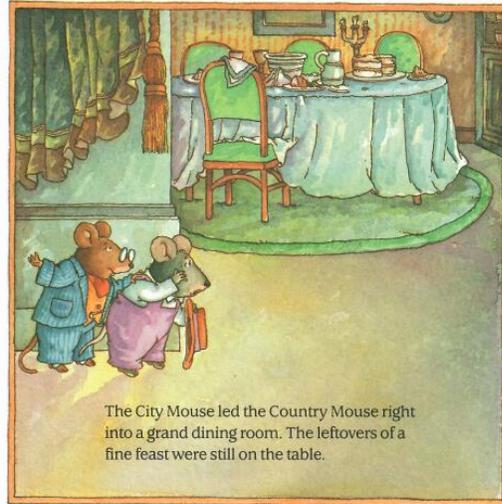
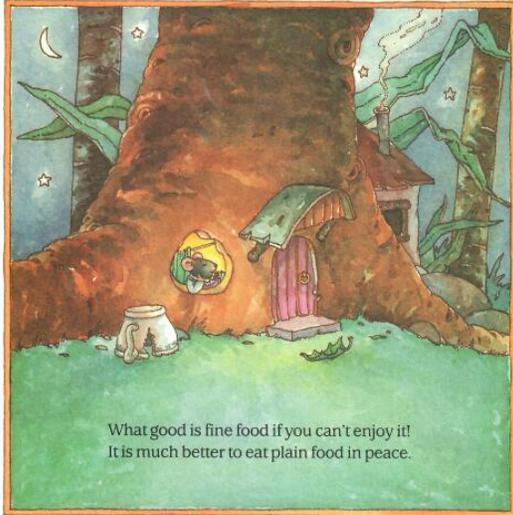
Assessment Planning Chart

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	
Students use information gained from illustrations and words to demonstrate understanding of its setting.		1 constructed response			"proficiency" on the rubric

Learning Target	Proficient	Partially Proficient	Not Proficient
	Students use information gained from illustrations and words to demonstrate understanding of the setting	The student demonstrates understanding of what the setting is and is able to provide words and/or details from illustrations to support his/her answer.	The student demonstrates understanding of what the setting is but is unable to provide words and/or details from illustrations to support his/her answer.

Grade 2 ELA

Learning Target: Students use information gained from illustrations and words to demonstrate understanding of its setting.



Proficient	Partially Proficient	Not Proficient
The student demonstrates understanding of what the setting is and is able to provide words and/or details from illustrations to support his/her answer.	The student demonstrates understanding of what the setting is but is unable to provide words and/or details from illustrations to support his/her answer.	The students isn't able to demonstrate understanding of what the setting is.

Directions: Use pictures and words from the story City Mouse – Country Mouse to explain what the setting of this story is. Explain what pictures and words you used.

Pile and Plan

STEP ONE—Identify what the **essential learning target** is for the question and what proficiency looks like on the rubric.

STEP TWO—Separate student work samples into two piles: those who were proficient (or beyond), those who were not proficient.

STEP THREE—For those students who were not proficient, 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

STEP FOUR—For each pile, collaboratively plan what the corrective instruction will look like.

STEP FIVE—Plan how to extend the learning for students who are proficient on the essential learning target.

Student #1: The setting of the story is inside a tree in a forest.

Is the answer correct?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student #2: One part of the story is in the country where there are trees. The other part of the story is in the city in a big dining room. I know this because there were pictures of trees in the county and a picture of the dining room in the city.

Is the answer correct?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Student #3: The title of the book says the setting of the story. One mouse lives in the city and one mouse lives in the country.

Is the answer correct?

Based on the student answer, what is the misunderstanding?

How would you respond to this group of students?

Assessment Planning Chart

Content/ Targets	Level of Cognitive Demand					What will proficiency look like?
	Knowledge Retrieval	Comprehension Application	Analysis	Synthesis Evaluation		
Decode regularly spelled one-syllable words	10 constructed response					8-10 correctly identified

Learning Target	Meets	Partially Meets	Does Not Meet
Decode regularly spelled one-syllable words	Decodes 8-10 correctly	Decodes 5-7 correctly Teacher decision whether to administer consonant and vowel sounds assessment	Decodes less than 5 Administer the target for identifying consonant and vowel sounds

1st Grade Cycle 2 Trimester 1 Foundational Skills CFA

Name _____

1.FS.03b : Decode regularly spelled one-syllable words.

Directions: Give students the list of 10 words to read.

Indicate words read successfully with a checkmark. You can record student errors on the line.

Meets	Student decodes 8-10 words correctly.
Partially Meets (below, no need to administer 2.0)	Student decodes 5-7 words correctly.
Does Not Meet (MUST administer 2.0)	Student decodes less than 5 words correctly.

3.0

mop _____

drum _____

bet _____

step _____

play _____

seed _____

skip _____

take _____

clap _____

bike _____

1.FS.03b (2.0): Identify consonant and vowel sounds.

Directions: Give the student the list of consonant and vowels.

Below	Student correctly identifies at least 24 consonant and vowel sounds. (record any errors)
Warning	Student correctly identifies less than 24 consonant and vowel sounds. (record any errors)

mop

bet

play

skip

clap

drum

step

seed

take

bike

m s f l r n h

v w z b c d g

p t j k y x qu

i o a u e

Identifying Depth of Knowledge

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

	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

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

Assessment Planning Chart

Content/ Targets	Level of Cognitive Demand				
	Knowledge Retrieval	Comprehension Application	Analysis	Synthesis Evaluation	What will proficiency look like?

Typical Lexile Measures by Grade

1	BR120L to 295L
2	170L to 545L
3	415L to 760L
4	635L to 950L
5	770L to 1080L
6	855 L to 1165L

Finding Texts

- Begin with Appendix B from CCSS
- Magazines: Time for Kids, National Geographic, Scholastic
- newsela.com
- ReadWorks.org
- Review your leveled readers and guided reading materials