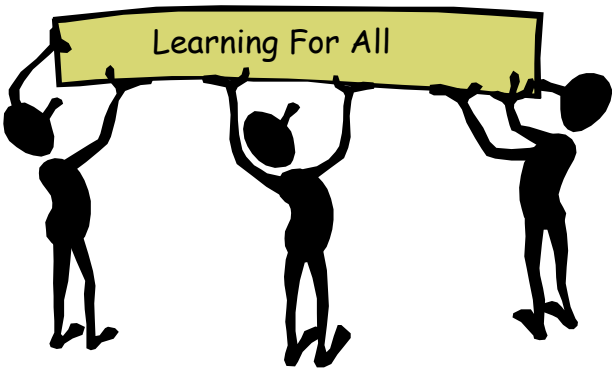
Using Assessments to Improve Student Achievement



Hazel Green Elementary School
PK-1 Teachers
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Agenda

1. Welcome and Getting Connected
    - What's Your Current Reality
    - Essential Standards—What next?
2. Using Student Work to Plan Next Steps
    - Formative Assessment—Benchmark Assessments
    - Pile and Plan
    - Finding Time
3. The Impact of Unwrapping on Assessments
    - Discussing formative and summative assessments
    - Using Learning Targets
4. Designing Quality Assessments
    - Using an Assessment Plan

Our Current Reality

What's Going Well	We're Struggling With

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?

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**

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.

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.	Use to measure student learning

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

	Classroom Formative	Classroom Summative	Common Formative	Periodic/ Benchmark	Annual
Developed and used by	Developed and used by individual teachers	Developed and used by individual teachers and/or teams	Developed and used by collaborative teams	Developed by districts OR "external experts" Used by schools and/or districts	Developed by "external experts"
Frequency	At least daily	Once or twice a unit	Frequently	Quarterly or By Trimester	Once a year
Examples	•Checks for understanding •Short, frequent formative •Exit slips •White boards •Clickers	•End of unit tests	•Short assessments around a small number of learning targets •administered frequently	•District quarterly benchmarks •MAP	•State Assessments •Language Development Assessments •AP, EOY
Purpose	•Making "in the moment" decisions •Keep/change lesson plans	•Can students put smaller skills and concepts together to show mastery of standards. (e.g., writing an essay, reading comprehension)	•Identify students who need more Tier 1 help. •Drive core instruction •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 •Identify strengths and weaknesses of programs •Write SMART goals

Pile and Plan

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

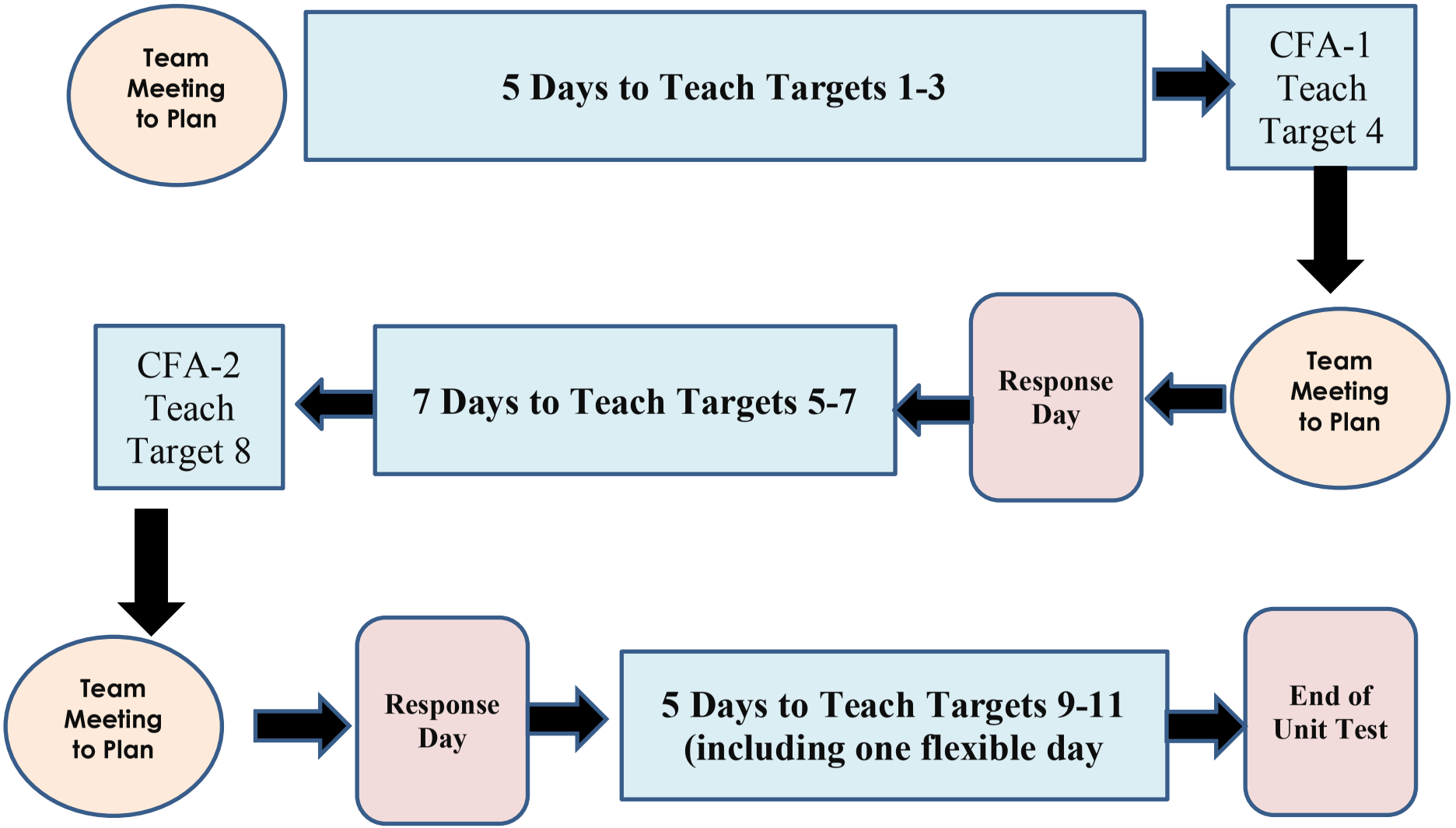
STEP TWO—Separate student work samples into two piles: those who were proficient (or beyond), those who were not proficient.

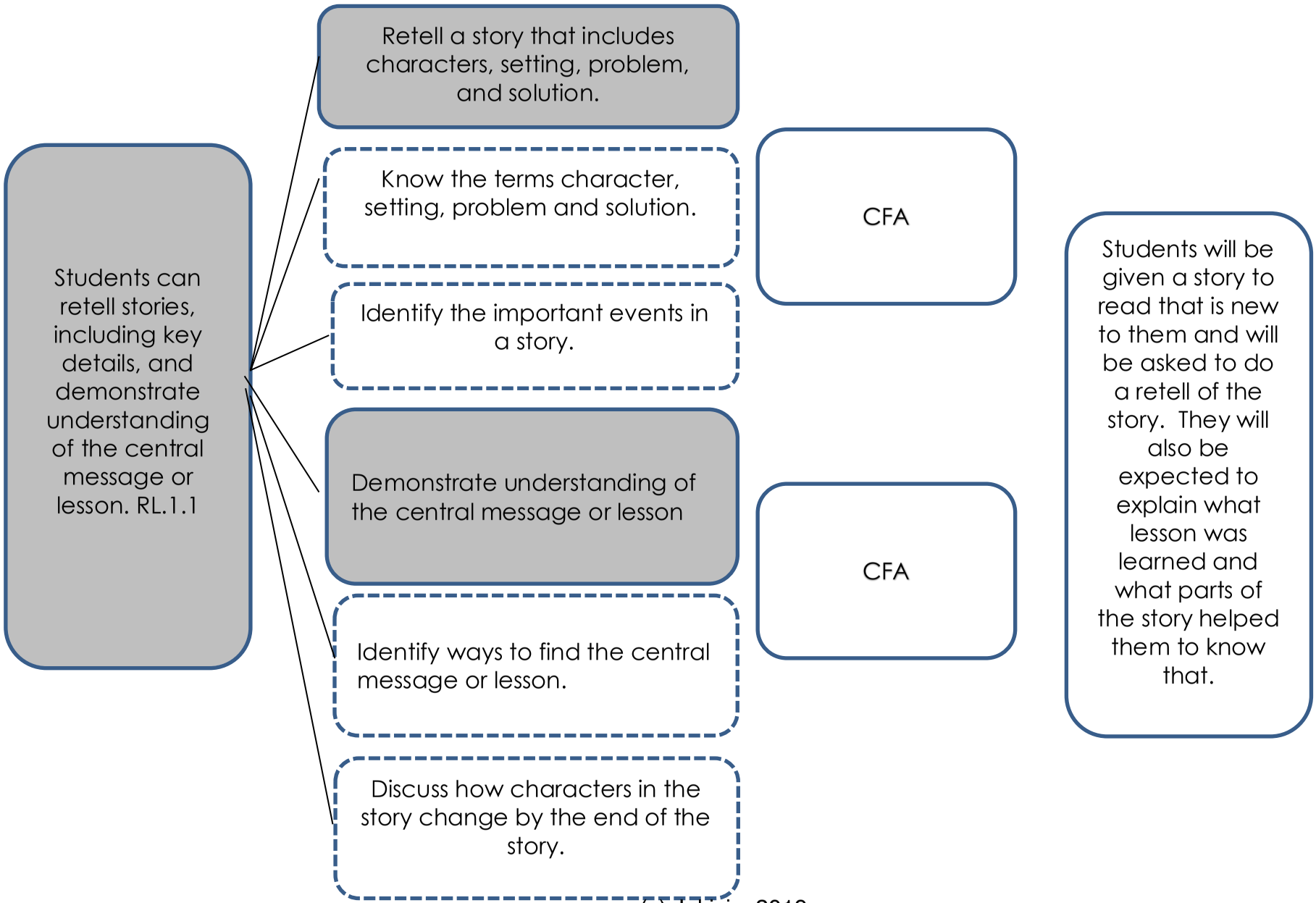
STEP THREE—For those students who were not proficient, consider what evidence you have that can help you create a hypothesis about what the student(s) misunderstood or where the learning stopped. Create separate piles for each hypothesis

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.

Developing a Unit Plan to Include Common Formative Assessments





Choosing an Appropriate Assessment

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

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	•recall facts, terms, concepts, trends •recognize or identify specific information contained in maps, charts, tables, graphs, or diagrams	•identify figurative language •fluency •know vocabulary •use punctuation correctly
DOK 2	•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	•low level comprehension (right there questions) •simple inferences •using context clues •predict outcome •summarizing •first draft writing •notetaking •outlining
DOK 3	•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.	•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	•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	•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	•knowing math facts •apply an algorithm or formula	•definition •simple procedure (one step) •know a formula •represent in words or diagrams a concept or relationship
DOK 2	•make a decision about how to approach a problem •at least 2 step problems •interpret info from table or graph (simple)	•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	•make conjectures •draw conclusions •justify reasoning especially when tasks have more than one right answer •citing evidence	•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	•requires complex thinking over a period of time (with different tasks) •requires planning •making connections between a finding and related concepts •critiquing design	•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

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.

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 or Targets	Level of Cognitive Demand				
	DOK 1 Knowledge Retrieval	**DOK 2** Comprehension Application	**DOK 3** Analysis	**DOK 4** Evaluation or Knowledge Utilization	What will proficiency look like?

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	What will proficiency look like?
Retell a story that includes characters, setting, problem, and solution		1 constructed response			"proficiency" on the rubric
Know the terms setting, problem, and solution	3 constructed response				3 correct answers

Extends	Student gives a descriptive and detailed retell. May include character's feelings, specific details from the text or inference from the story (mom being annoyed).
Mastery	Student names in sequential order all of the above story elements. Setting may be omitted.
Below	Student includes some of the story elements and/or occasionally goes out of order. OR Requires rigorous prompting to retell story elements.
Warning	Student was unable to state the story elements and/or was not in sequential order. OR cannot retell story elements with prompting.