Summer Assessment Institute:
Linking Data Teams & Quality Assessment

August 2015

Objectives

- Briefly review the Data Team Process

- Become familiar with the BIG IDEAS of the Keys to Quality Assessment

- Utilize Student Friendly Targets created from deconstructed state standards to begin creating a quality corresponding Classroom Assessment

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Meet Your Trainers:

Mickey Garrison
Missi Thurman
Penny Grotting
Jane Osborne
Amy McQueen
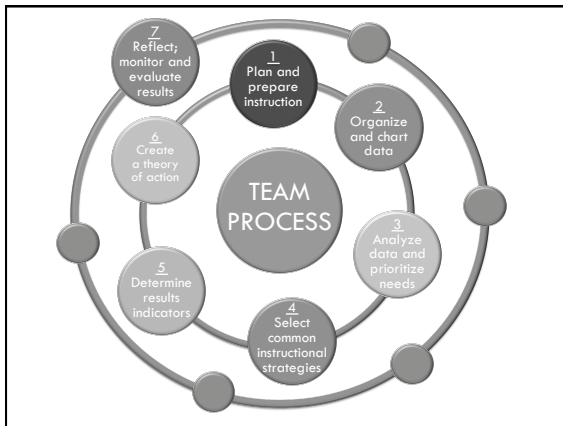Meagan Kimball
Ali Hurd

Agenda & Signal Word for Today
(Quality Assessment)

MORNING
- Opening
- Overview of the team process
- The Keys to Quality Assessment Catch and Release (Content - Work Time)

AFTERNOON
- Create your own assessment plan
- Reflection and closing

Step 1: Plan and Prepare Instruction

- Identify priority standards or behavior targets
- Deconstruct standard
- Determine what the standard is asking students to:
  - Know, understand and/or be able to do

Plan and prepare instruction

Step 2: Organize and Chart Data

- Score the assessment based on the rubric
- Chart data into categories:
  - Exceeding, Meeting, Approaching, Far To Go

Organize and chart data

Step 3: Analyze and Prioritize Needs

Determine the priority need for each group and be intentional about how new or mis-learned skills are to be sequenced

pri·or·i·tize
/prī'ôrə͟tiz,ˈprīərə-/ ◄))

verb

designate or treat (something) as more important than other things.
"prioritize your practice, concentrate on basics, put first, focus on, fast-track, emphasize, make a priority, More
determine the order for dealing with (a series of items or tasks) according to their relative importance.
"it affects the way people prioritize their goals"
rank, order, rate, grade, prioritize, triage, More

(Analyze data and prioritize needs)

Step 4: Select Common Instructional Strategies

- Based on the prioritized need identified in Step 3 identify research or evidence-based strategies.
- Agree upon which instructional strategies to teach.
- Agree upon the best sequencing of selected strategies.
- Determine when and how strategies will be taught.

(Select common instructional strategies)

Step 5: Determine Results Indicators

Explicitly address:

1. What will I (teacher) do?

2. What will students do?

3. What will I see in their work if the strategy is working?

(Determine results indicators)

Step 6: Create a Theory of Action

If we _____, then _____% of our
　　　　　(Step 4)　　　　(Step 2)
students will be able to _____ by _____
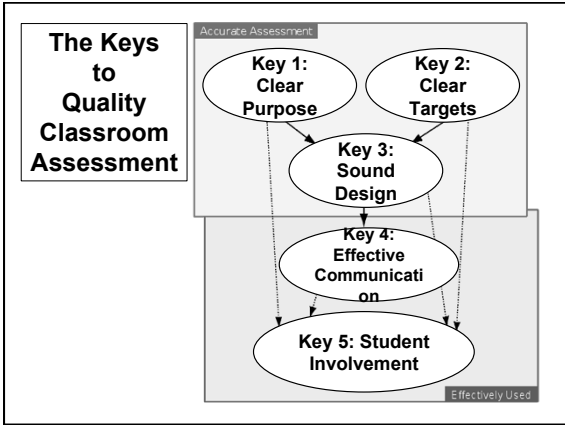　　　　　　　　　(Step 5c)　(date off your map)

(Create a theory of action)

Step 7: Reflect, Monitor & Evaluate the Process

(Reflect; monitor and evaluate results)

Connecting Data Teams to the Keys to Quality Assessment

Input Chart

The Keys to Quality Classroom Assessment

Accurate Assessment

- Key 1: Clear Purpose
- Key 2: Clear Targets
- Key 3: Sound Design
- Key 4: Effective Communication
- Key 5: Student Involvement

Effectively Used

Key One Question: Clear Purpose
Summative or Formative?

Dylan Wiliam: Plane Analogy

Quick Turn and Talk:

What resonates with you? Makes you wonder? Shifts your thinking?

- Formative: ongoing, improves achievement and supports learning
    - FORMAL and INFORMAL processes
- Summative: to measure, verify learning, check program effectiveness

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Key to Quality One: Clear Purpose
BIG Ideas!

- Who is going to use the information from this assessment?
    - Student, teacher, parent, school, district, state, community
- How will they use it?
    - Formative or Summative?
- What information, in what detail, do they need?
    - The answers to the first two questions determine the answer to this question…
    - No one assessment can fill everyone's information needs.

Work Time Choices

PLAN

If you attended yesterday continue with the standard/plan you started

If you are new and joining us today:
1. Join an existing team
2. Use our example as a jump start

<u>Quick</u> Work Time

PLAN

Discuss as a team:

What type of assessment will you be creating today?
Formative or Summative?

Review Key to Quality Two: Clear Targets

BIG Ideas!

- Learning Targets make it <u>clear</u> to <u>the teacher</u> & <u>the student</u> the purpose of the instruction.
- There are different kinds of targets.
- Classroom assessments must reflect the learning targets:
  - what was taught,
  - what students had the opportunity to learn, or
  - what students will have opportunity to learn.

Time for A Race!
What are the Five Types of Learning Targets?
Stand When You Think You've Got Them

- Knowledge Targets
  - Reasoning Targets
    - Performance Skill Targets
      - Product Targets
        - Disposition Targets

Round 2: Sit once you have an EXAMPLE of each!

What if we get stuck????

If we cannot agree or are confused – we need to use <u>high quality</u> resources to verify.

Look at standards <u>above</u> and <u>below</u> grade level to grasp the progression

Smarter Balanced Assessment Blueprints

District materials

Kentucky Deconstructed Standards

See www.Educationalexcellence.org

<u>Quick</u> Work Time

Discuss as a team:

Are your targets clear?
Is there anything missing?

Key Three:
Sound Design Competencies

Learning targets are translated into assessments that yield accurate results.

- Design assessments to <u>serve intended</u> formative and summative <u>purposes</u>.
- Select assessment methods to **match** intended learning targets.
- Understand and apply principles of <u>sampling</u> learning <u>appropriately</u>.
- Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality.
- Know and avoid sources of bias that distort results.

Key to Quality 3: Sound Design

1. Decide **WHO** will use the assessment

2. Decide **WHAT** to assess

3. Decide **HOW** to assess

4. Develop the Assessment Plan

5. Write the Assessment

6. Review the Assessment

7. Set Scoring agreements/Timeline

Give the assessment!

Assessment Methods?

Its time for a RACE!

Quick Brainstorm
Write down every method you
can think of for assessing…
When you have 10, stand up!

Ready, Go!

Assessment Methods

- Selected Response
  - Students select the correct or best response from a list provided.

- Written Response
  - Students construct an answer in response to a question or task rather than to select the answer from a list.

- Performance Assessment
  - Students complete a task that is evaluated by judging the level of quality using a rubric.

- Personal Communication
  - Students share what they have learned through structured and unstructured interactions with teachers.

Reflection: Where did the majority of your brainstormed methods fall?

Target-Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge				
Reasoning				
Skill				
Product				

Strong, Good, Partial or Poor Match?

Target-Method Match

	Selected Response	Written Response	Performance Assessment	Personal Communication
Knowledge	Good	Strong	Partial	Strong
Reasoning	Good	Strong	Partial	Strong
Skill	Partial	Poor	Strong	Partial
Product	Poor	Poor	Strong	Poor

Target - Method - Match Sort

1. Work together to sort the learning targets into "like" groups.

2. Match those groups to the appropriate type of target

3. Finally, Using Your Resources…

Match the appropriate assessment method/s to the target types

Method

Method

Type of Target

Target/s

Target/s

Key to Quality 3: Sound Design

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Give the assessment!

Creating your own Target-Method Match for an Assessment Plan

Learning Target	Type of Target	Assessment Method	Percent Importance (Consider Priority vs Supporting Standards and what must endure?)
I know addition and subtraction strategies using place value and properties related to addition and subtraction.	Knowledge	Selected response, Written Response or personal communication	35%
I can explain why addition and subtraction strategies work using place value and properties of operations.	Reasoning	Selected Response, Written Response or personal communication	65%

"… a good guideline for making decisions regarding percentage of <u>importance</u> for each learning target is that percentage of <u>instructional time</u> and percentage of <u>assessment time</u> should be roughly equal. So, if science processes and skills represent 40 percent of importance, roughly 40 percent of instructional time will be used to teach science processes and skills."

CASL (2006), p.114

Work Time

Discuss as a team:

What assessment methods best match each of the targets?

Work together to make an assessment plan.

Review Key to Quality Three: Sound Design

BIG Ideas!

- Assessment methods match learning targets: Target-Method Match

- The sample is representative of learning targets taught.

- Items, tasks, and scoring guides are high quality and *bias is minimized.*

- Students have the opportunity to self-assess and set goals based on the results.

Work Time

If needed, finish your assessment plan

Write the actual assessment

When you think you are done…
Take the assessment, compare answers and revise as needed

Work Time Check In:
Where is your team?

1. Decide **WHO** will use
the assessment

2. Decide **WHAT** to assess

3. Decide **HOW**
to assess

4. Develop the
Assessment Plan

5. Write the Assessment

6. Review the
Assessment

7. Set Scoring
agreements/Timeline

Give the assessment!

Work Time

Finish writing the actual assessment

When you think you are done…
Take the assessment, compare answers and revise as needed

Finally, **make scoring agreements** and column cut scores
(What is proficient? approaching? etc)

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Give one, Get one…

Describe the connection between the data team process and the keys to quality assessment.

If I could only remember one thing about writing an assessment, I would remember to...

Reflecting On Your Day

Take a few minutes to think about **your learning** from today. Then please complete a plus/delta before you leave:

$+$

What worked to support your learning ?

$\triangle$

What changes would improve your learning?

?

What questions remain?