

**Classroom Assessment
for Student Learning**

CCSS Regional Training
March 2015

*Welcome! Please sit with your
grade level team/school.*

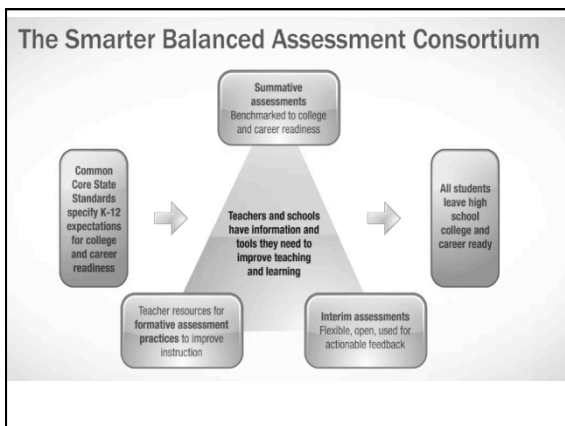
Welcome!

**Classroom Assessment for
Student Learning**

K-5 Math and ELA

Jane Osborne

<https://www.youtube.com/watch?v=Ob16D43FCWQ> 3:46



Informal Assessment - "Door Check in"

Dots/Stickers
Tallies
Job Title
School Name
Initials
Name



Timeline
Progression
Behaviors
Rubric
What else???

How could you use an assessment tool like this one in your classroom?

Where is the assessment piece?



Essential Questions

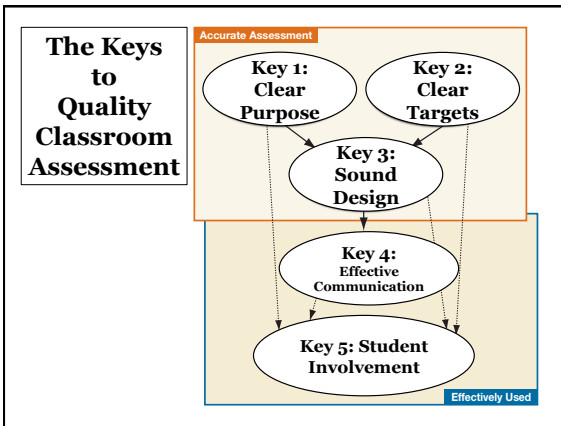
There are five essential questions each team should ask during this cycle:

- What do we want each student to learn and be able to do?
- How will we effectively teach the skills/concepts for this learning to occur?
- How will we know if each student is learning?
- How will we respond when a student is experiencing difficulty learning?
- How will we respond if the student already knows it?

Activity: Overview to the Keys to Quality Assessment



Guess My Category



Learning Targets

- ❖ I can articulate the BIG IDEAS of each of the 5 Keys to Quality Assessment
- ❖ I can implement strategies from the 5 Keys to Quality Assessment to create a more robust picture of student growth and achievement.
- ❖ I can create classroom assessments through the lens of the 5 Keys to Quality Assessment.
- ❖ I can create a classroom assessment and instructional plan that will prepare my students to be successful with the Common Core State Standards
 - ❖ What can I learn from SBAC that teaches me about how to teach and assess my students in my classroom on an ongoing basis?
 - ❖ How does this prepare my students for SBAC?

**Key One Question:
Summative or Formative?**

What's the difference between **Summative** and **Formative**?

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



**Review 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.



Review Key to Quality One: Clear Purpose

How does assessment *for* learning motivate students?

- ❖ From the students perspective...every assignment is an assessment!
- ❖ How often do our "assessments" meet student needs?



Turn and Talk:
What purpose does formative assessment data play in the data team process?
Summative assessment data?

Formative/Summative Discussion

With the people at your table (groups of 3)

- ❖ Read and discuss a few of the assessments listed
- ❖ Decide if each is formative or summative
- ❖ **Tell why?**

Use these sentence frames:

- ❖ I think this is _____ because _____
- ❖ It could be both because _____.
- ❖ If you use it to _____, then it would be _____.

Assessment List

- ❖ OAKS/SBAC assessments
- ❖ District/state writing assessment
- ❖ Running record
- ❖ Classwork/homework
- ❖ Progress monitors/quiz
- ❖ Universal screener
- ❖ Ticket out the door/exit tickets
- ❖ English Language Proficiency Assessment
- ❖ Pre-assessment
- ❖ Work samples



Formative Assessment Practices

- ❖ Read the section in your handout titled “What Gives Formative Assessment Its Power?”
- ❖ Based on Black and Wiliam's observations, what would you say are the highest-impact formative assessment practices for your classroom?



Review Key to Quality Two: Clear Targets

BIG Ideas!

- ❖ Learning Targets make it clear to the teacher and the student the purpose of the instruction.
- ❖ There are different kinds of targets.

- ❖ Classroom assessments must reflect the learning targets:
 - ❖ what was taught,
 - ❖ what students had opportunity to learn, or
 - ❖ what they will have opportunity to learn.

Five Types of Learning Targets

- ❖ Knowledge Targets
 - ❖ Factual information, procedural knowledge, and conceptual understandings underpinning each discipline.
- ❖ Reasoning Targets
 - ❖ Thought processes students are to learn to do well within a range of subjects.
- ❖ Performance Skill Targets
 - ❖ Demonstration or physical skill-based performance is at the heart of the learning.
- ❖ Product Targets
 - ❖ Where creation of a product is the focus of the learning. Specifications for quality of the product itself are the focus of teaching and assessment.
- ❖ Disposition Targets
 - ❖ Attitudes, motivations, and interests that affect students' approach to learning.

What does it look like to deconstruct a standard?

- ❖ Step 1: Standard:
 - ❖ 2.NBT.9: Explain why addition and subtraction strategies work, using place value and the properties of operations.
- ❖ Step 2: Type of Target?
 - ❖ Reasoning Target
- ❖ Step 3a: Nouns?
 - ❖ Addition, subtraction, place value, properties of operations
- ❖ Step 3b: Verbs?
 - ❖ Explain (using place value and properties)

Step 4: Knowledge Targets that underpin the reasoning.

- Know addition and subtraction strategies using place value and properties of operations related to addition and subtraction.

Step 5: Reasoning Targets

- Explain why addition and subtraction strategies work based on place value and properties of operations work.

Step 6: Write targets in student friendly language.

- I can explain why addition strategies work using place value and properties of operations.
- I can explain why subtraction strategies work using place value and properties of operations.
- I can use drawings or objects to support my explanations.

As you deconstruct standards, remember If... Then...

- ❖ If a standard is knowledge then...
- ❖ If a standard is reasoning then...
- ❖ If a standard is a skill then...
- ❖ If a standard is a product then...

K =
K targets

R =
K + R
targets

S =
K + R + S
Targets

P =
K + R + S* + P
targets
(*Not always S)

Time for a Debate

Do you deconstruct
the standards yourself?

OR

Do you use outside resources?

AND

Other than time...

WHY?



What if we don't agree????

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

Look at standards above and below grade level to
grasp the progression

Smarter Balanced Assessment Blueprints

District materials

Kentucky Deconstructed Standards

See www.Educationalexcellence.org

7 Minute 56 Second Break

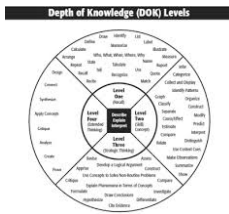


<http://www.online-stopwatch.com/candle-timer/full-screen/>

For Clear Targets We MUST Know Depth of Knowledge!

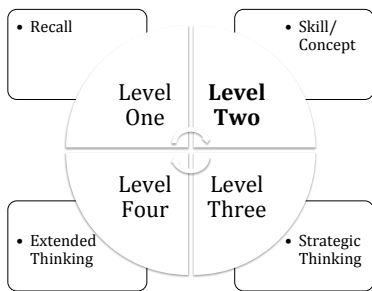
- ❖ Video: Depth of Knowledge
- ❖ Bloom's Taxonomy helps us think about what students are being asked to do (i.e. evaluate, analyze, locate, recall, remember) when completing an assignment in terms of the skill they must have to complete a task or question.
- ❖ Bloom's *does not* examine how deeply a student must engage with the content to complete the assignment. Depth of Knowledge *does*.

What's my DOK?



I think the DOK is _____ because _____
 Students need to know _____ because _____

Using DOK to Compare Test Items



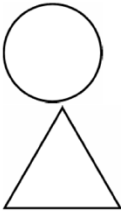
OAKS versus Smarter Balanced Assessment:

OAKS

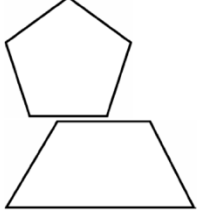
- What do students need to know to solve this problem?
- What Depth of Knowledge level is this problem?

12. Which of the following shapes is a quadrilateral?

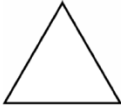
A.




C.



B.



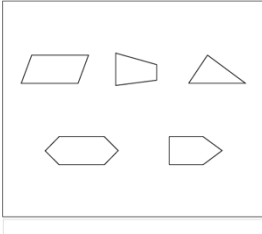
D.



OAKS versus Smarter Balanced Assessment: SBA

4

Click all of the shapes that are quadrilaterals.



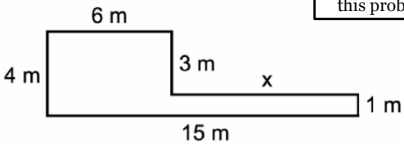
- What do students need to know to solve this problem?
- What Depth of Knowledge Level is this problem?

OAKS versus Smarter Balanced Assessment:

OAKS

- What do students need to know to solve this problem?
- What Depth of Knowledge level is this problem?

13. What is the length of side x ?



A. 8 m

B. 9 m

C. 21 m

D. 22 m

OAKS versus Smarter Balanced Assessment: SBA

3

A city park is in the shape of a rectangle. The park is 120 feet wide and 55 feet long.

55 feet

120 feet

Enter the perimeter, in feet, of the city park.

Calculator interface showing a numeric keypad with digits 1-9, 0, and a decimal point.

• What do students need to know to do this problem?
• What Depth of Knowledge Level is this problem?

Juan draws a polygon with a perimeter of 36 units. He covers the area of the polygon with tiles that are each 1 square unit.

5 units

2 units

4 units

9 units

7 units

n units

Key
 □ = 1 square unit

Part A: Enter an equation that could be used to find the value of n in the first response box.

Part B: Enter the number of tiles Juan uses to cover the polygon in the second response box.

Response boxes and calculator interface.

OAKS versus Smarter Balanced Assessment:

OAKS

• What do students need to know to solve this problem?
• What Depth of Knowledge Level is this problem?

16

What is the first step to decorate Pysanky eggs?

A. Melt the wax patterns off the egg shells.
 B. Put the egg shells in a basket.
 C. Use hot wax to put designs on the egg shells.
 D. Dye the egg shells different colors.

OAKS vs Smarter Balanced Assessment: SBA

Arrange the events from the passage in the order in which they happen. Click on the sentences to drag them into the correct locations.

- Jessie saw four speckled blue eggs in the nest.
- Jessie calls Mrs. Baxter to tell her about the nest.
- Jessie unlocked the side door to Mrs. Baxter's house.
- Mrs. Baxter moved from her house into an apartment.
- The movers arrive to remove Mrs. Baxter's belongings.

- What do students have to know to do this problem?
- What Depth of Knowledge Level is this problem?

Revise questions through DOK lens

Try it using one of your own assessments (maybe the one you made here last time!)

Key Three: Sound Design Competencies

- ❖ Learning targets are translated into assessments that yield accurate results.
 - ❖ a. Design assessments to serve intended formative and summative purposes.
 - ❖ b. Select assessment methods to match intended learning targets.
 - ❖ c. Understand and apply principles of sampling learning appropriately.
 - ❖ d. Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality.
 - ❖ e. Know and avoid sources of bias that distort results.

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.


Review 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



- ❖ 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.

|  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 |

**General Assessment Question
Writing Tips from Stiggins**

- ❖ Keep wording simple and focused. Aim for the lowest possible reading level.
- ❖ Ask a full question in the stem.
- ❖ Eliminate clues to the correct answer either within the question or across questions within a test.
- ❖ Do not make the correct answer obvious to students who have not studied the material.
- ❖ Highlight critical, easily overlooked words.
- ❖ Have a qualified colleague read your items to ensure their appropriateness.
- ❖ Double-check the scoring key for accuracy before scoring.

**Now... Revise Again using these considerations.
What do you notice?**

Lunch, Glorious Lunch!



45 minutes

We will be here,
so feel free to leave
items

<http://www.online-stopwatch.com/candle-timer/full-screen/>

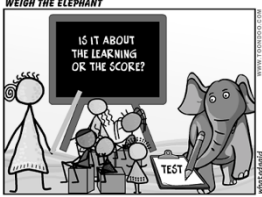
Key to Quality Four: Effective Communication

BIG Ideas...

- ❖ Results are communicated to intended users in a **TIMELY** and **UNDERSTANDABLE** way.
- ❖ Provides descriptive feedback learners need to grow.

Turn & Talk:

- *When have you received effective feedback?*
- *When have you received ineffective feedback?*
- *What was the effect?*



Key Four: Effective Communication Competencies

Assessment helps increase student achievement.

- ❖ Use assessment information to plan instruction.
- ❖ Offer effective feedback to students during the learning.
- ❖ Record formative and summative assessment information accurately.
- ❖ Combine and summarize information appropriately to accurately reflect current level of student learning.

Descriptive or Evaluative?


Descriptive or Evaluative Feedback?

Mark each example of descriptive feedback with a D and each example of evaluative feedback with an E. If you believe it is neither, mark it with an X.

- ___ Try harder next time.
- ___ 70%
- ___ You maintained eye contact with the audience throughout your whole presentation.
- ___ Good job of getting ready for lunch.
- ___ Table 3 is ready for lunch. They have their desks clear, they are sitting down, and they are quiet.
- ___ 😊
- ___ +

Conditions for Effective Communication

1. Targets are clear to EVERYONE!
 - ❖ Particular target to be discussed
 - ❖ What those targets mean
2. Information is Accurate:
 - ❖ Appropriate assessment method for learning target
 - ❖ Sampled well (you asked enough questions)
 - ❖ No **bias** or distortion to results
 - ❖ **DO NOT USE** inaccurate information in any form



3. Symbols are clear!
 - ❖ ALL understand meaning of summary symbols
 - ❖ Summary symbols convey learning
 - ❖ Letter grades, ratings, check marks, percentages, smiley faces — must be defined and clear to intended user
4. Communication is Tailored to Audience.
 - ❖ *Timing?* When is info needed?
 - ❖ *Level of detail?* Is info is descriptive or judgmental?
 - ❖ Consider needs of audience

Savage Chickens by Doug Savage



www.savagechickens.com

Informal Assessment - "Thumbs up"

Reflect on Understanding

Gauging Confusion

Need for more/less time



What else???

How could you use an informal assessment tool like this one in your classroom?

Keys to Quality 5: Student Involvement

What contributes most to student learning success?

Students decide –

- ❖ whether the learning is worth the effort required to attain it.
- ❖ whether they are capable of reaching the learning target.
- ❖ whether it's worth the effort to keep learning or quit working.

"WE MUST KEEP _____ IN TOUCH WITH THEIR PROGRESS AS LEARNERS THAT KEEP THEM BELIEVING IN THEMSELVES AS LEARNERS SO THAT THEY WILL KEEP TRYING!" - CASL, 2012, P.9

Key Five: Competencies

- ❖ Students are active participants in the assessment process.
- ❖ Identify **students as important users** of assessment information.
- ❖ Share learning **targets** and **standards of quality** with students.
- ❖ Design assessments so students can **self-assess** and **set goals** on the basis of results.
- ❖ Involve students in **tracking, reflecting** on, and **sharing** their own learning progress.

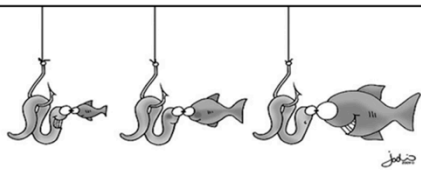
Keys to Quality 5: Student Involvement

BIG Ideas:

What contributes most to student learning success?
STUDENTS!

Students decide —

- ❖ Whether the learning is worth the effort required to attain it.
- ❖ Whether they are capable of reaching the learning target.
- ❖ Whether they will keep learning or give up.



When we catch fish, we bait the hook with what the fish like, not what the fisherman likes.

(Gregory and Chapman, 2003)

Tying it Together: Assessment for Learning

- ❖ Where am I going?
 - Clear learning target
 - Examples and models of strong and weak work

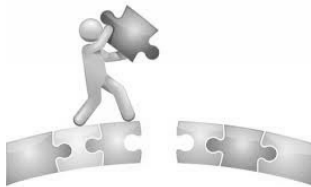


- ❖ Where am I now?
 - Regular descriptive feedback
 - Students to self-assess and set goals.



❖ How can I close the gap?

- Design lessons to focus on needs
- Engage students in self-reflection, and let them keep track of and share their learning.



Student Self-Assessment

| Problem | Learning Target | Right | Wrong | Simple Mistake | Don't Get It |
|---------|-----------------|-------|-------|----------------|--------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |



How This Works...

1. Administer the quiz or test, correct it and hand it back, along with the form.
2. Students review the corrected assessment and mark "Right" or "Wrong" on the form.
3. Then, students decide for the wrong answers "Simple Mistake" or "Don't Get It."

How This Works (Continued)

4. Students analyze the information to decide the following:
 - ❖ Which learning targets I'm good at
 - ❖ Which learning targets I'm pretty good at, but need a little review
 - ❖ Which learning targets I need to keep focusing on
5. Students can follow this activity up by setting goals for further work, if appropriate.

Student Self-Assessment

| Problem | Learning Target | Right | Wrong | Simple Mistake | Don't Get It |
|---------|-----------------|-------|-------|----------------|--------------|
| 1 | | | | | |
| 2 | | | | | |
| 3 | | | | | |

How could you use a self reflection like this one?

Assessments designed with students' needs in mind function as effective feedback:

Students understand the results.

Students know what to do next.

Students can self-assess and set goals.

**Students are more likely to
keep trying.**

Give one, Get one...



- ❖ How will you make the learning targets clear?
- ❖ How will students self-assess and set goals?
- ❖ What will you do with the results?
- ❖ How will you share the results?
- ❖ What will students do with the results?

Work Groups

- ❖ Revise classroom assessments for DOK
- ❖ Revise classroom assessments using best practices
- ❖ Deconstruct standards
- ❖ Create clear scoring rubrics
- ❖ Create student communication tools for classroom assessments and learning targets
- ❖ Explore more SBAC sample items

Work Groups

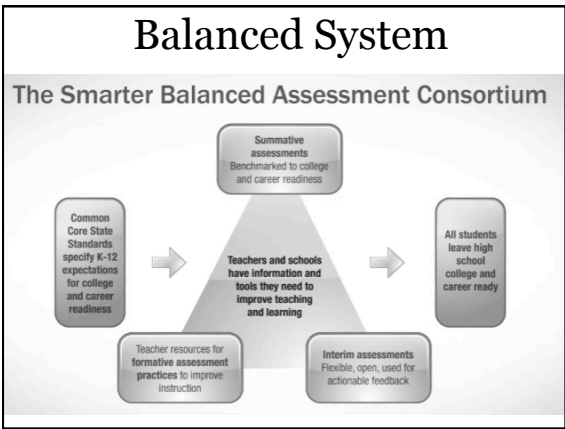
Share out accomplishments



<http://www.online-stopwatch.com/candle-timer/full-screen/>

Drumroll, please...

The moment you've
been waiting for...



SBAC---A Balanced System

- ❖ Classroom (ongoing)
 - ◆ Formative
 - ◆ Information for Instruction
- ❖ Interims (fall and winter)
 - ◆ Information for Instruction
- ❖ Summative SBAC in last 12 weeks
 - ◆ Information for programs

SBAC Support

The screenshot shows the Hood River County School District website. The main heading is "Smarter Balanced Assessment Support". Below the heading, it states: "The SBAC Assessments Support (Summative, Interim and Digital Library) is delivered through the OAKS portal." There is a "Smarter Balanced" logo and a link to "OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS". A sidebar on the left contains a "Contents" menu with items like Overview, Assessments, Assessment Calendars, etc.

www.oaksportal.org

The screenshot shows the OAKS Portal website. The header reads "OREGON ASSESSMENT OF KNOWLEDGE AND SKILLS". Below the header, there is a "Welcome to OAKS Online" message and a "Start By User" section with icons for Students, Test Administrators, Test Coordinators, and System Administrators. There is also an "Important Information" section and a "Download Secure Browsers" button.

Test Administrators

The screenshot shows the "Test Administrators" page on the OAKS Portal. It features a "Welcome Test Administrator" message and a grid of navigation icons for: Test Administration, Test Information Distribution Engine (TIDE), Training Site, Online Reporting, Resources, and Digital Library & Interim Assessments.

Training Site

Practice Tests Accessibility Supports
Equation Editors

Support Document

Ideas to Help Prepare Our Students for the Summative Smarter Balanced

Here are a few quick tips to give your kids some experiences in instruction to best be prepared for the end of the year summative test.

- Practice Tests and Training Tests**
 - Explore the practice test at your grade level to experience the types of questions.
 - The 3-5 training test shows all the different types of questions and technology enhancements students will face.
 - A great way to do this is use your document camera to display items from the practice test and have students interact with each other to respond to the items. Partners could share with each other HOW they attacked this problem.
- Interims**
 - Interim Assessment Blocks (IAB's) could be used to assess a topic you just taught. This could be a replacement to your unit test or Easy CBM

In your classroom?

After hearing some ideas, what do you plan on doing in your classroom to prepare your students?

How does this change or affect your ongoing classroom assessment?

Learning Targets

- ❖ I can articulate the BIG IDEAS of each of the 5 Keys to Quality Assessment
- ❖ I can implement strategies from the 5 Keys to Quality Assessment to create a more robust picture of student growth and achievement.
- ❖ I can create classroom assessments through the lens of the 5 Keys to Quality Assessment.
- ❖ I can create a classroom assessment and instructional plan that will prepare my students to be successful with the Common Core State Standards
 - ❖ What can I learn from SBAC that teaches me about how to teach and assess my students in my classroom on an ongoing basis?
 - ❖ How does this prepare my students for SBAC?

Questions?



Reflecting On Your Day

- ❖ Take a few minutes to think about **your learning** from today.
- ❖ This is for you to keep, we will NOT be collecting it.
- ❖ Then, circle up with your school/dept. team to discuss

