


**Classroom Assessment
for Student Learning**
CCSS Regional Training
March 2015

Introductions

- ❖ Andrea Shunk, David Douglas School District
- ❖ 2014-15: Full time TOSA managing the Oregon School District Collaboration Grant
- ❖ 2008-2014: ELA and Reading/Writing intervention teacher at Fir Ridge Campus, alternative program for DDHS
- ❖ 2003-2008: Executive Asst. and School Board Secretary for Reynolds School District
- ❖ 2001-2003: Education Reporter, The Gresham Outlook
- ❖ BA in English, M.Ed., Reading Certificate, OWP graduate
- ❖ **Turn and Talk: Who are you? Why are you here?**

Informal Assessment - "Door Check in"

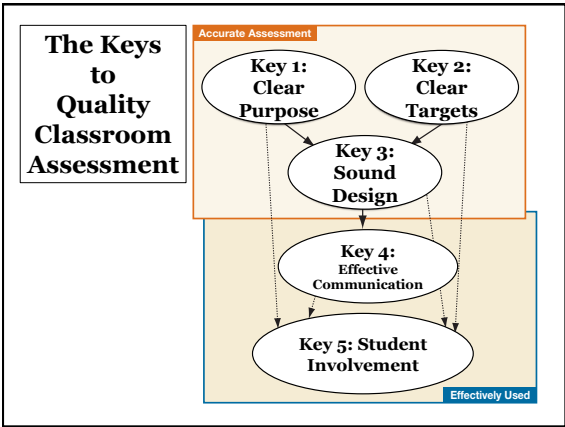
<p>Dots/Stickers Tallies Job Title School Name Initials Name</p>		<p>Timeline Progression Behaviors Rubric What else???</p>
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How could you use an assessment tool like this one in your classroom?

Warm Up Activity: Five Category Sort



- ❖ Read your sentence. Share the sentences at your table.
- ❖ What category might these fit into? Share out whole group.
- ❖ Hint: They are the Five Keys!



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 accurate picture of student growth.
- ❖ 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


Balanced Assessment

Accept: Annual standardized testing will occur. People will use the data incorrectly.

Change: I don't have to and shouldn't use the data to inform my instruction. I can focus on standards proficiency with CFAs.

The Difference:

- **SBAC:** Use – to inform policy makers, district leaders, check in on school/districts. Users – district, state, national, community
- **CFA:** Use – to inform instruction. Users – teachers, students, parents.



Stages of Concern

IMPACT	6	Refocusing	Considering alterations to the innovation
	5	Collaboration	Coordination and cooperation with colleagues
	4	Consequence	Impact of innovation on students
TASK	3	Management	Efficiency, organization, managing the innovation
SELF	2	Personal	Uncertain about the demands of using the innovation and his/her own adequacy in fulfilling those requirements
	1	Informational	General awareness and interest in learning more
	0	Unconcerned	Little awareness or concern

Key One: Competencies

- ❖ Assessment processes and results serve clear and appropriate purposes.
 - ❖ Identify the key users of classroom assessment information and know what their information needs are.
 - ❖ Understand formative and summative assessments uses and know when to use each.

Review Key to Quality One: Clear Purpose

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

- ❖ Formative: ongoing, improves achievement and supports learning
 - ❖ **FORMAL** and **INFORMAL** processes
- ❖ Summative: to measure, verify learning, check program effectiveness
- ❖ Put the learning back on track!



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.



Add definition of formative/summative

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 & Talk:

How can you make the purpose of assessment more clear so students see assessment as opportunities to learn and grow?

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 _____.

Assessments

- ❖ OAKS/SBAC assessments
- ❖ Term Papers
- ❖ District/State Writing Assessment
- ❖ Essential Skills work samples
- ❖ Think-Write-Pair-Share
- ❖ Pre-assessment
- ❖ Semester Exams
- ❖ Classwork/Homework
- ❖ Progress Monitors/Quiz
- ❖ Unit Tests
- ❖ Ticket out the Door/Exit Tickets
- ❖ English Language Proficiency Assessment



Informal Assessment

“Sentence Starters/Discussion Cards”

- Check for understanding
- A/B Partnering
- Fishbowl
- Table discussions
- Intentional Grouping



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

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?



Key 2: Competencies

- ❖ Assessments reflect clear student learning targets.
 - ❖ Know how to identify the five kinds of learning targets.
 - ❖ Know how to turn broad statements of content standards into classroom-level learning targets.
 - ❖ Begin instructional planning with clear targets.
 - ❖ Translate learning targets into student-friendly language.

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: Choose a Standard
 - ❖ Literacy W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ❖ Step 2: Type of Target?
 - ❖ Reasoning Target
- ❖ Step 3a: Nouns?
 - ❖ Evidence, texts, analysis, reflection, research
- ❖ Step 3b: Verbs?
 - ❖ Draw, support

Step 4: Knowledge Targets that underpin the reasoning.

Literacy W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- ❖ Identify key ideas and details which provide evidence to support conclusions about the text accessed through research.
- ❖ Cite textual evidence to support analysis of what the text says explicitly.

Source: <http://education.ky.gov/curriculum/docs/Documents/Eighth%20Grade%20ELA.pdf>

Step 5: Reasoning targets

Literacy W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- ❖ Support research with key ideas and details.
- ❖ Analyze key ideas and details in a text as evidence for support understanding of text
- ❖ Reflect on key ideas and details in a text as evidence for support understanding of text

Source: <http://education.ky.gov/curriculum/docs/Documents/Eighth%20Grade%20ELA.pdf>

Step 6: Write targets in student friendly language.

Literacy W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

- ❖ I can support my analysis, reflection (opinion), or research of the text with evidence.
- ❖ We are learning to support our understanding of the text and analyze it or reflect on it using evidence from the text.

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

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

Disposition can both stand alone or be paired with any other target type.

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.

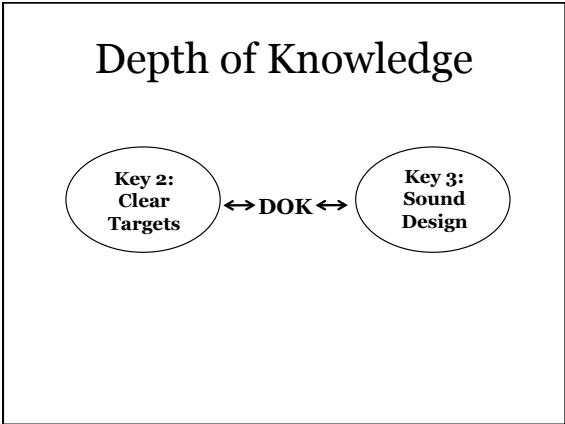
Possible sources:

- ❖ Look at standards above and below grade level to grasp the progression
- ❖ Your district materials if applicable
- ❖ Kentucky Dept. of Ed materials:
<http://education.kv.gov/curriculum/ela/pages/ela-deconstructed-standards.aspx>
- ❖ Smarter Balanced Assessment Blueprints:
<http://www.smarterbalanced.org/smarter-balanced-assessments/>

7 Minute 56 Second Break



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



Depth of Knowledge

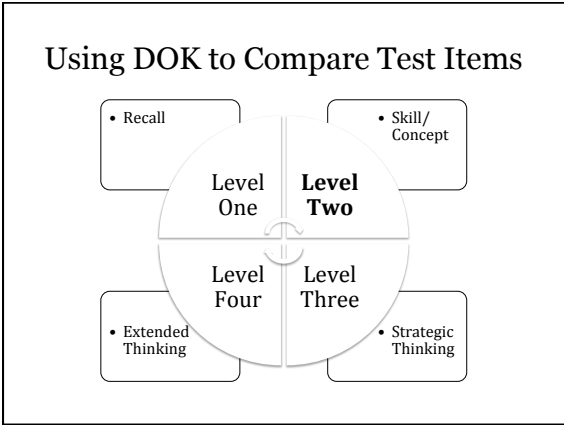
- ❖ Video: Depth of Knowledge
- ❖ Bloom's Taxonomy helps us think about what students are being asked to do (i.e. evaluate, analyze, locate, recall, remember) when completing an assignment in terms of the skill they must have to complete a task or question.
- ❖ Bloom's *does not* examine how deeply a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

What's my DOK?

Depth of Knowledge (DOK) Levels

I think the DOK is _____ because _____

Students need to know _____ because _____



OAKS versus Smarter Balanced Assessment: OAKS

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

3
The narrator describes his tone of voice on his first day of teaching as

- A. doubtful and fearful.
- B. aggressive and firm.
- C. wise and cruel.
- D. businesslike and weary.

OAKS versus Smarter Balanced Assessment: SBA

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

12 ☰

What do the stories of survival in the last paragraph suggest to the reader about the narrator? Support your answer using details from the text.

OAKS versus Smarter Balanced Assessment:
OAKS

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

18
 Clues in the final sentence help the reader know that when the author says he doesn't feel expansive or sublime, he means he doesn't feel

- A. important or elevated in quality.
- B. grateful or relieved at the outcome.
- C. exhausted or overwhelmed by the effort.
- D. insignificant or small in stature.

OAKS versus Smarter Balanced Assessment: SBA

19

A student is writing an article for her student newspaper about toe fungus. Read the draft of the article and answer the question that follows.

Nail fungus can be a minor problem that can turn into an infection if not treated properly. Nail fungus can occur in one's fingernail or toenail. They usually find their way into the body through a small crack in the nail. Nail fungi grow in warm, wet places such as a locker room where they can spread from person to person. Sometimes, people can develop a fungus if they wear warm socks to bed on a daily basis. If nails become thick, then an annoying fungus can stick to them. Home remedies include soaking the nail in a bowl of antiseptic mouthwash or apple cider vinegar. If home remedies do not help, making a doctor appointment is probably needed. The doctor will probably recommend a topical cream or oral medications. If an infection is left untreated, surgery may be required.

The author of the article wants to replace the two underlined words. Which two pairs of words best replace the underlined words to fit the author's intended purpose and audience?

- predicament, connect
- annoyance, attach
- irritation, adhere
- situation, join
- torment, link
- agony, clamp

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

OAKS versus Smarter Balanced Assessment:
OAKS

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

19
 The author unifies this text by following a strict chronological structure EXCEPT when

- A. introducing the Kangshung Face.
- B. revealing Gombu's compromise.
- C. reflecting on the Hillary Step.
- D. describing the South Summit.

**OAKS versus Smarter Balanced Assessment:
SBA**

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

7

How does the second paragraph affect the structure of the text as a whole?

- Ⓐ It outlines the main reason for the need for sustainable fashion.
- Ⓑ It explains how the EPA is helping solve the landfill problems.
- Ⓒ It details the process of recycling clothing, which is done at U.S. landfills.
- Ⓓ It explains the main effect that sustainable fashion has on the environment.

Revise Questions Through DOK lens

- ❖ From Fahrenheit 451 Quiz:
 - ❖ What event does Montag remember from a year ago that reminds him of this meeting with Clarisse?
 - ❖ What is the DOK here?
- ❖ Rewritten at a higher DOK:
 - ❖ What does it reveal about Montag that after he meets Clarisse, he remembers meeting someone else once who was "strange" to him? Provide evidence from the text to support your answer.
- ❖ Try it! Use one of your own assessments or revise my own terrible test question.

Revise Questions through DOK lens

- ❖ Try it! Use one of your own assessments or revise my own test question from "The Crucible."
 - ❖ What "confession" did Elizabeth make to John at the end of the play?
 - ❖ *She confessed that she is as much to blame for John's affair with Abigail.*

Key Three Competencies

- ❖ Learning targets are translated into assessments that yield accurate results.
 - ❖ Design assessments to serve intended formative and summative purposes.
 - ❖ Select assessment methods to match intended learning targets.
 - ❖ Understand and apply principles of sampling learning appropriately.
 - ❖ 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.

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

- ❖ Don't make the answer obvious to students who have not studied the material (i.e. using a/an or answer stems that indicate the answer is plural):

For example:
Walter Lee is employed as a:

- a. engineer
- b. chauffer
- c. electrician
- d. animal catcher

For example:
The prominent symbols in "The Raisin in the Sun" are:

- a. eggs and plants
- b. the couch
- c. a house
- d. money

**General Assessment Question
Writing Tips from Stiggins**

- ❖ Make all the responses in selected response assessments the same length. Students assume the longest answer is the right one.
- ❖ Choose plausible distractors. They must be choices that can't be ruled out without having the knowledge or reasoning proficiency being assessed.
- ❖ For matching assessments, keep the list homogeneous.
- ❖ For fill in the blank, don't let the length of the line become a clue to the length or nature of the answer.
- ❖ Make true/false statements entirely true or entirely false.
- ❖ Write statements in the positive, not negative.

**General Assessment Question
Writing Tips from Stiggins**

- ❖ Common sources of bias aside from racial, gender, etc.:
 - ❖ Misleading layout
 - ❖ Unclear directions
 - ❖ Indicate how answer should be expressed (i.e. write "true" or "false" or "T/F"; draw lines between matching items; circle the correct answer, etc.)
 - ❖ Inadequate time given to complete the assessment
 - ❖ Crowding too many items on one page
 - ❖ Written above students' reading/English levels

**Revise Questions through
Best Practices lens**

- ❖ Rewrite one of your own assessments or use the Franzpanics test in your packet.

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:

- ❖ Communication differs based on assessment purpose.
- ❖ Results are communicated to intended users in a **TIMELY** and **UNDERSTANDABLE** way.
- ❖ Students receive descriptive feedback during learning.
- ❖ Grading practices accurately communicate about student achievement.

Turn & Talk: When have you received effective feedback? Ineffective? What was the effect?

Key Four: Competencies

- ❖ Assessment results function to increase student achievement. Results are managed well, combined appropriately, and communicated effectively.
- ❖ 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



**Keys to Quality 5:
Student Involvement**

BIG Ideas:

What contributes most to student learning success?
STUDENTS!

Students decide —

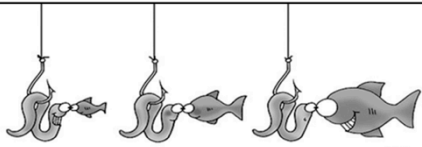
- ❖ Whether the learning is worth the effort required to attain it.
- ❖ Whether they are capable of reaching the learning target.
- ❖ Whether they will keep learning or give up.

*"WE MUST KEEP STUDENTS IN TOUCH WITH
THEIR PROGRESS AS LEARNERS THAT KEEP
THEM BELIEVING IN THEMSELVES AS
LEARNERS SO THAT THEY WILL KEEP
TRYING!"*

- Classroom Assessment for Student Learning
- Rick Stiggins

Key Five: Competencies

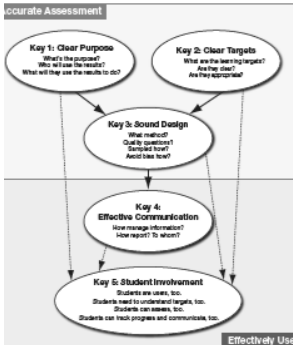
- ❖ Students are active participants in the assessment process.
- ❖ Identify students as important users of assessment information.
- ❖ Share learning targets and standards of quality with students.
- ❖ Design assessments so students can self-assess and set goals on the basis of results.
- ❖ Involve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



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

(Gregory and Chapman, 2003)

Keys 4 & 5



❖ Key 4: Happens after the assessment and involves students

❖ Key 5: Links students to clear purpose, targets and design

Seven Strategies of Assessment for Learning

- ❖ Where am I going?
 1. Provide clear and understandable vision of the learning target.
 2. Use examples and models of strong and weak work.
- ❖ Where am I now?
 3. Offer regular descriptive feedback.
 4. Teach students to self-assess and set goals.
- ❖ How can I close the gap?
 5. Design lessons to focus on one learning target or aspect of quality at a time.
 6. Teach students focused revision.
 7. Engage students in self-reflection, and let them keep track of and share their learning.

**Seven Strategies:
*Where am I going?***

1. Provide students with clear and understandable vision of the learning target.
 - ❖ Target written in student friendly (perhaps by students themselves)
 - ❖ Students know assessment blueprint (share or create with students)
2. Use examples and models of strong and weak work.
 - ❖ Engage students in understanding what makes each example strong or weak.

Strong/Weak Selected Response Example

<p>Which of these answers is a good inference, based on the reading selection from <i>House on Mango Street</i>?</p> <p>a. <i>Esperanza's family isn't important to her.</i></p> <p>b. <i>Esperanza lives on Mango Street.</i></p> <p>c. <i>Esperanza will not give up on her dreams.</i></p> <p>d. <i>Esperanza's father was abusive.</i></p>	<p>Which wrong items are just facts? _____</p> <p>Which wrong items lack clues in the story to support them? _____</p> <p>What evidence from the book supports the correct inferences? _____</p>
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Strong/Weak Performance Task Models

- ❖ Use models of writing (or create your own) that use information and evidence from several sources
- ❖ Expose students to wide varieties of writing modes – letters, brochures, PowerPoints, essays, etc.
- ❖ Teach students to “raise the bones” of the models; have students use the bones to create criteria sheets
- ❖ Students revise using color-blocking

Seven Strategies: *Where am I now?*

3. Offer regular descriptive feedback
 - ❖ Use the blueprint to provide feedback target by target
4. Teach students to self-assess and set goals
 - ❖ “Traffic light” for selected response; self-revision for written and performance tasks

Student Self-Assessment: Traffic Light

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

How could you use this self-assessment tool?

Student Self-Assessment

How could you use this self-assessment tool?

- ❖ **I AM GOOD AT THESE!**
 Learning targets I got right:
- ❖ **I AM PRETTY GOOD AT THESE, BUT NEED TO DO A LITTLE REVIEW**
 Learning targets I got wrong because of a simple mistake:
 What I can do to keep this from happening again
- ❖ **I NEED TO KEEP LEARNING THESE**
 Learning targets I got wrong and I'm not sure what to do to correct them:
 What I can do to get better at them:


Seven Strategies: *How can I close the gap?*

How will you and your students use the assessment information to set goals?

5. Design lessons to focus on one learning target or aspect at a time:
 - ❖ Use student generated information from self-assessments to plan and differentiate
 - ❖ Engage students in writing test items
6. Teach students focused revision: How do I make this answer better?
7. Engage students in self-reflection and let them keep track of and share what they know.

Give One, Get One

- ❖ What are some ways you will use effective communication in your classroom?
- ❖ What are some ways to increase student involvement?
- ❖ Give One, Get One!



Work Time

- ❖ Revise classroom assessments for DOK
- ❖ Revise classroom assessments for bias/distortion
- ❖ Revise classroom assessments using best practices
- ❖ Deconstruct standards
- ❖ Create clear scoring rubrics
- ❖ Create student communication tools for classroom assessments and learning targets
- ❖ Read the SBAC Blueprints

Reflecting on our Objectives

- ❖ 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 team to discuss