Assessment Part 2: Make It and Take It

Well-Developed Formative and Summative Assessments

KWL--What I know about using assessment in instructional planning

Take 5 minutes to complete the K and W based upon your current knowledge--

Example of an Advanced Organizer

What do we KNOW about this already?

What do we WANT to know about this?

What did we LEARN about this?

Objectives for Today's Training

Development of an example of utilizing formative assessment as a pivot point.

Emphasis on the difference between formative and summative assessments.

Emphasis on using criteria to guide decisions and to make a change or changes.

Explanation of the relationship between this information and how it can be used for Student Growth.

Look at this lesson….

What is missing from this lesson?

(Backwards Design Lesson Plan--Greetings)

Driving Questions for Assesment

1. What makes a useful assessment?

2. How do we determine type of assessment?

3. What will the assessment look like?

4. What is the clear criteria?

Worksheet: Determining Assessment

Pair Up

- Decide what skill area your lesson targets
- Pair up with a person at a similar grade level with a lesson that targets the same Skill Area
- Share your lessons
- Using the UBD lesson plan, discuss the following:
1. Why are you teaching this lesson? (Standards, Learning goal)
2. Stage 1 (Understandings ⟶ Questions
3. How will I know if the group and/or individual students grasp the skill/meet the goal of this lesson? Stage 2 (use worksheet for more detail, if needed)

What makes a useful assessment?

Assessing for understanding requires evidence of the student's ability to insightfully explain or interpret their learning - to "show their work" and to 'justify" or "support" their performance/product with commentary.

Assessing for understanding also requires evidence of the student's ability to apply their learning in new, varied, and realistic situations - "doing" the subject as opposed to merely answering pat questions.

UbD in a Nutshell, Grant Wiggins 2006

Formative Assessment, "for learning"

Occur concurrently with instruction

Provides information to guide teaching and learning for improving achievement

Provides opportunities· for students to practice, take mental risks, learn from mistakes, and revise work

May include both formal and informal methods (Ungraded quizzes, oral questioning, observations, draft work, think-alouds, concept maps, dress rehearsals, peer response groups, portfolio reviews, others ...)

Summative Assessment, "of learning"

Used to summarize what has been learned

Evaluative in nature, and results may be used to report a grade

(Performance tasks, tests, graded quizzes, final exams, culminating projects, work portfolios, others ...)

Examples of Formative Assessment

Windshield check

Fist to Five

Colored Cups

Self-Assessment Surveys

Two Stars and a Wish Strategy

You Are What You Eat": A Unit Planned with Backward Design

1. Read the below part of a lesson plan
2. Using the provided chart, write down the assessments tht are included and whether formative or summative

Summary: Students will learn about human nutritional needs, the food groups, nutritional benefits of various foods, USDA Food Pyramid guidelines, and health problems associated with poor nutrition. The unit begins with a personal survey of each student's eating habits. Throughout the unit students keep a chart of what they eat each day. They will gather information about healthful eating from various sources (USDA pamphlet, health textbook, video, and guest speaker), analyze a hypothetical family's diet and recommend ways to improve its nutritional value, and design an illustrated brochure to teach younger children about the importance of good nutrition for healthy living. In the culminating performance task, students develop and present a proposed menu for meals and snacks for an upcoming three-day Outdoor Education program that meet the USDA Food Pyramid guidelines.

Students will be given hree quizzes and a written prompt. The unit concludes with students evaluating their personal eating habits and creating a "healthful eating" action plan.

How is assessment valuable?

Clear criteria for assessment

--Example 3 of 4 (75%) of the students--move on to next concept (provide reteaching to the one that did not reach rubric criteria)

--If less than 75% of the students, reteach to whole class

--Written directly into the plan.

Brainstorm Assessment Criteria

Work with partner to brainstorm criteria for your lesson

Write down as many options as you can

Pivot Points:

Places in the teacher's
lesson where student growth or
progress
data will determine the next
teaching steps

You have to get the right kind of data to make a pivot!

Good formative assessment

Assessment Value

Go back...

Relook at criteria

Choose one

--Would you be able to pivot?

--What might the pivot look like?

Classroom Assessment Planning: Key Questions

http://jaymctighe.com/wordpress/wp-content/uploads/2011/04/Assessment-Framework.pdf

Early in the year, pre-assess for learner proficiency with precursor knowledge and skills (e.g., reading, writing, computation, spelling, vocabulary) as well as for interest and learning preferences.

Determine desired results of a unit (established goals, essential understandings, what students will know and be able to do, essential questions).

Determine acceptable evidence that students are proficient with desired results (including performance tasks and other evidence in varied formats and modes).

Develop a learning plan, including direct instruction and learning activities, to ensure that students develop proficiency with content goals.

Pre-assess to determine existing student knowledge, understanding, and skill with unit goals and precursor knowledge, understanding, and skill.

Differentiate and implement initial learning plans in response to pre-assessment evidence to address readiness, interest, and learning preference needs, including attention to student groupings, use of time and materials, variance in whole-class and small-group instruction, varied task complexity, and so forth.

Use formative or ongoing assessment, including performance tasks and student reflection, to gather evidence about student progress and needs.

Continue to differentiate initial learning plan as needed based on formative assessment data.

Implement summative assessment plans with appropriate options to determine student knowledge, understanding, and skill with unit goals.

Sample Lesson Plan 1
UBD Informational Texts Grades K-5

https://mail.google.com/mail/u/0/?tab=wm#search/tseesengood%40sese.org/1515dccb1c0792a1?projector=1

Assessments:

http://www.readwritethink.org/files/resources/lesson_images/lesson951/strategy.pdf

Assessment Rubric:

http://www.readwritethink.org/files/resources/lesson_images/lesson951/rubric.pdf

Student Self-Assessment:

http://www.readwritethink.org/files/resources/lesson_images/lesson951/selfassess.pdf

What might the assessment criteria be?

Sample Lesson Plan 2
UBD FIC-NONFICTION GRADE 2- SNOW

https://mail.google.com/mail/u/0/?tab=wm#search/tseesengood%40sese.org/1515dccb1c0792a1?projector=1

What might the assessment criteria be?

Go back...

Relook at criteria

Choose one

--Would you be able to pivot?

--What might the pivot look like?

UBD Life Skills for Independent Cooking

https://sddial.k12.sd.us/esa/doc/teachers/diffinstruc/lessons0405/sanderson_di_lesson1.pdf

Student Growth in a nutshell

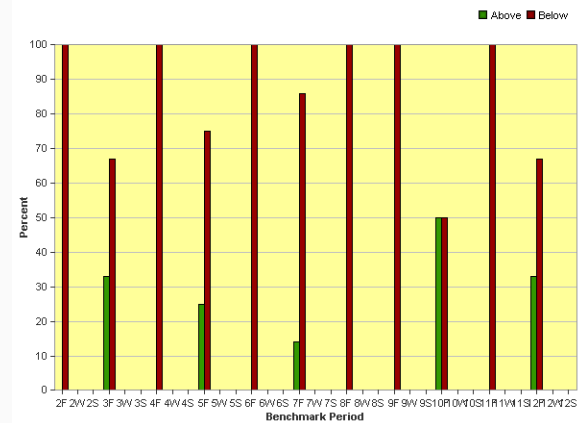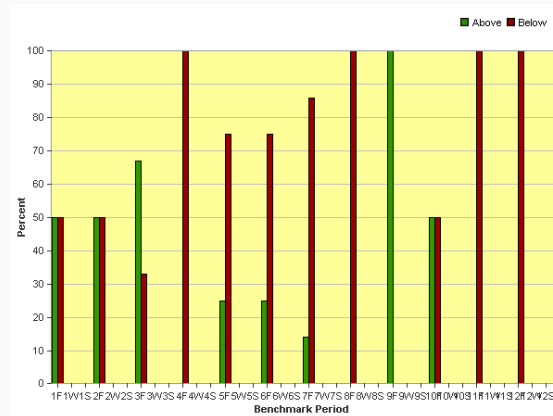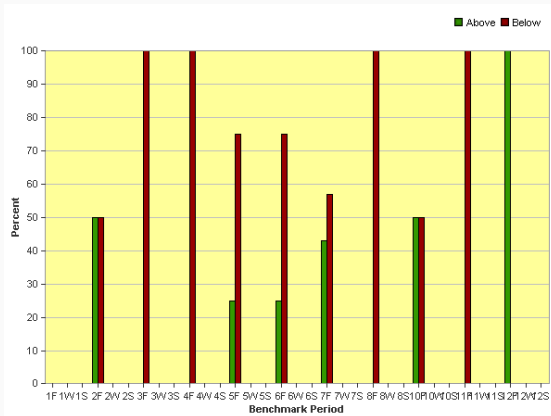How do we determine what to monitor for student growth?

Let's take a look at what we know.
Reading   Math
Writing

In ED we use AIMSweb as a universal screener. We suspect that we may need to work on writing. But we need to look at our data.

So……………

We need to take a look at each student's individual data

Do they meet the criteria for inclusion in our growth model?

What are the specific student characteristics?

       Disability characteristics ?

       Required accommodations ?

       Physical limitations?

Where did they start, where are they now and where do we want them to go?

Student A , second grade - 0,   target- 10

Student B, third grade - 3,   target 21

Student C, third grade - 8,   target 21

Student D, 4th grade - 3,   target 30

Student E, 4th grade - 8,   target 30

Student F, 4th grade - 13,   target 30

So how are we going to set our goal?

Whole classroom goal?

Why -

Why not-

Individual goal

Why

Why not-

How do we decide how much growth to strive for?

Do we have historical data?

Do we have normative information?

Is our expectation realistic by rigorous?

How are we going to assess this growth?

Use the same tool?

Choose a different tool?

When are we going to assess this growth?

It is required that we assess three time during the period. Pre, Midpoint, Post

Do we want more data?

If so why do we want more data?

Other means of assessment

standardized tools

check lists

rubrics

Results of Universal, Broad Assessment Tool

Strengths and Opportunities for Improvement Report for Parkside Early

The Strengths and Opportunities for Improvement report list items with the 3 lowest scores and items with the 3 highest scores. For time periods other than the baseline (time 1) the report includes items with the 3 highest gains and items with the 3 lowest gains.

COR Time 1 / School Year 2015 - 2016

Items with Highest Scores	G	Community	2.14
	I	Gross-motor skills	2.14
	J	Fine-motor skills	2.00
Items with Lowest Scores	D	Emotions	0.43
	P	Reading	0.57
	L	Speaking	0.67

Individual Student Scores for Targeted Area

What are our next steps?

1. rule out ineligible individual scores

2. establish individual characteristics

3. establish where they are and where we can realistically and rigorously go

4.   assessment how and when

5.   how will we use that assessment

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Take 5 minutes to complete the L based upon your what you learned, today. -

Example of an Advanced Organizer

What do we **KNOW** about this already?

What do we **WANT** to know about this?

What did we **LEARN** about this?

Resources

http://jaymctighe.com/resources/downloads/

http://digitalcommons.trinity.edu/educ_understandings/