SHIFT

The Changing Paradigm

What's the Purpose?

"The true purpose of assessment must be, first and foremost, to inform instructional decision making. Otherwise, assessment results are not being used to their maximum potential"

– Ainsworth, L., & Viegut, D. (2006)
Common Formative Assessments

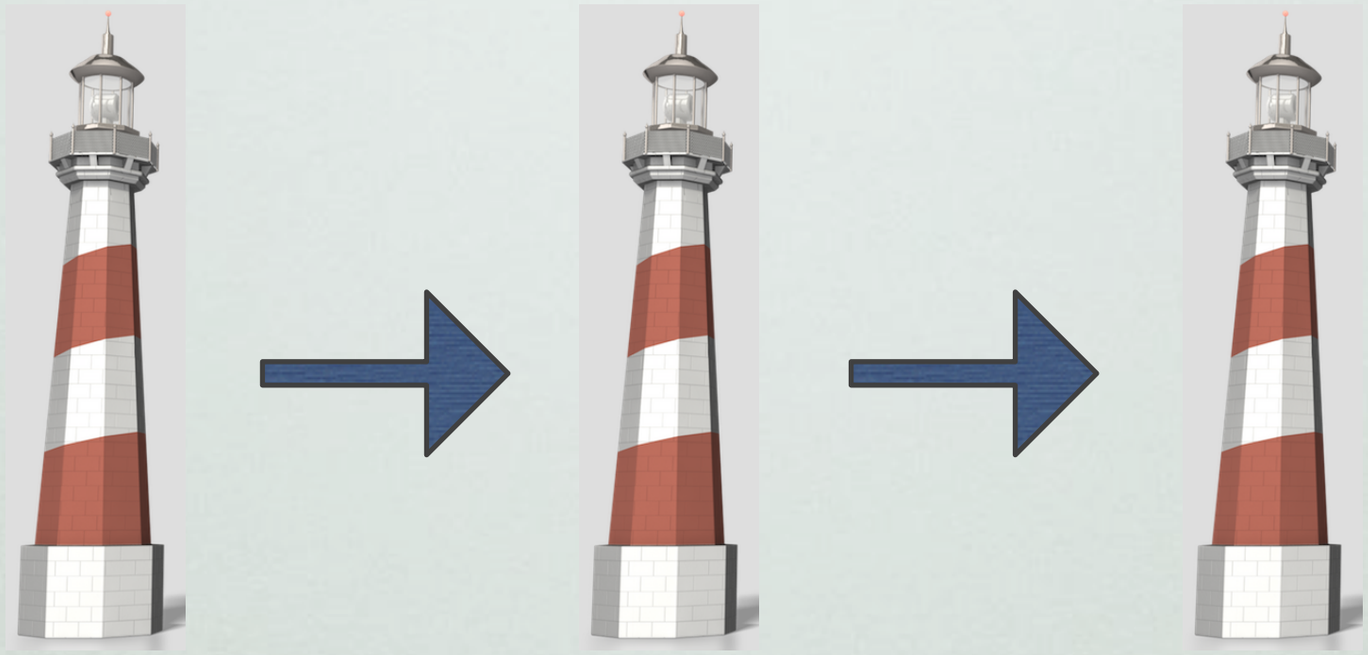
What qualities do you look for in a good assessment?

Essential Questions

- How does individual student growth provide us with information about students' strengths and weaknesses?
- How do assessments support and inform instruction?
- How do I evaluate assessments in order to determine their quality?
- What does that analysis look like for administrators, teachers and students?
- How do I use assessment to plan for future instruction?

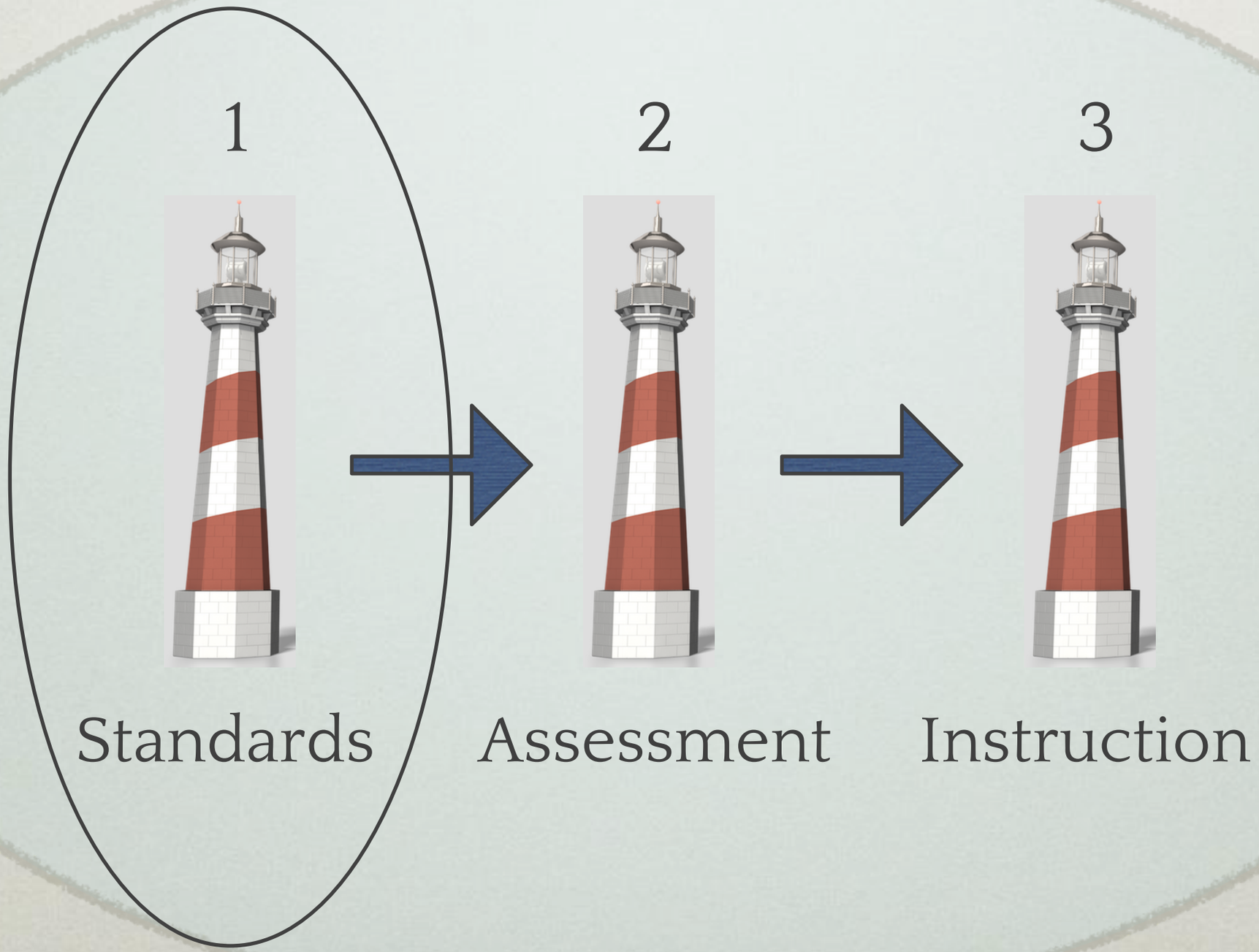
Lighthouses

1 2 3



Standards Assessment Instruction

Lighthouse #1- Standards



Lighthouse #1- Standards

Goals

Objectives

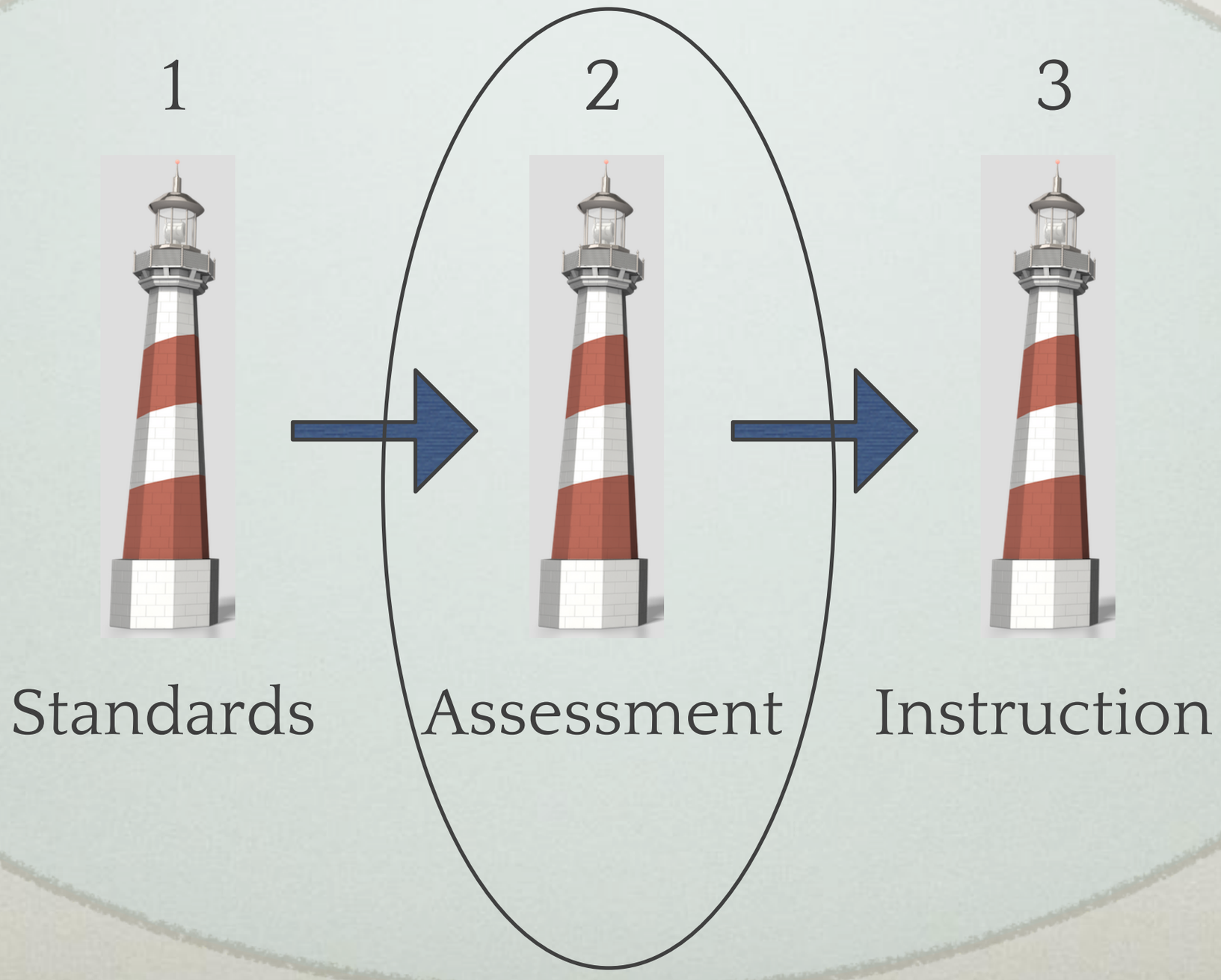
Anchors

Proficiency Statements

"I Can" Statements


OVERLOAD!

Lighthouse #2 - Assessment



Lighthouse #2 - Assessment

Evidence

Data

Summative

Driving

Formative

FORmative is FOR Learning

- Formative Assessment

- The goal of formative assessment is to gather feedback that can be used by the instructor and the students to guide improvements in the ongoing teaching and learning context. These are low stakes assessments for students and instructors.

- Examples:
- Asking students to submit one or two sentences identifying the main point of a lecture

- Have students submit an outline for a paper.

- Early course evaluations

SUMmative is the SUM of all Learning

- Summative Assessment

- The goal of summative assessment is to measure the level of success or proficiency that has been obtained at the end of an instructional unit, by comparing it against some standard or benchmark.

- Examples:
- Assigning a grade to a final exam

- Critique of a Senior recital

- University Faculty Course Evaluations

- The outcome of a summative assessment can be used formatively, however, when students or faculty take the results and use them to guide their efforts and activities in subsequent courses

The Critical Question

"What kinds of assessments and assessment items will provide the best evidence as to whether students have met the singular purpose of proficiency in a standard or portion of a standard?"

Now it's your turn!!!

Take a copy of 3 different assessments.

Get in a group

Rate them 1st (best), 2nd and 3rd place for quality.

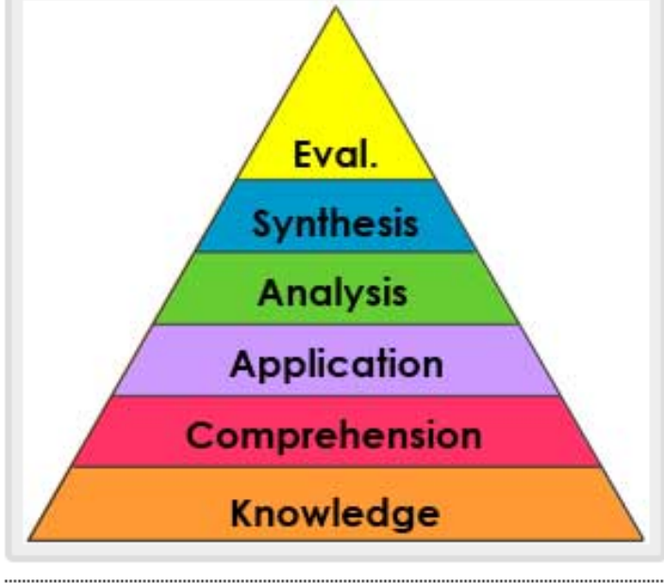
Then we will regroup and compare our placements

Qualities of a good assessment

First session

- True to what has been taught
- Teacher friendly grading
- Teach to the test!
- Appropriate amount of content and questions
- Validity
- Restate questions
- Ask questions that force students to explain thinking process
- clear directions
- Performance assessments
- Concrete questions
- Critiquing questions
-

Bloom's Taxonomy



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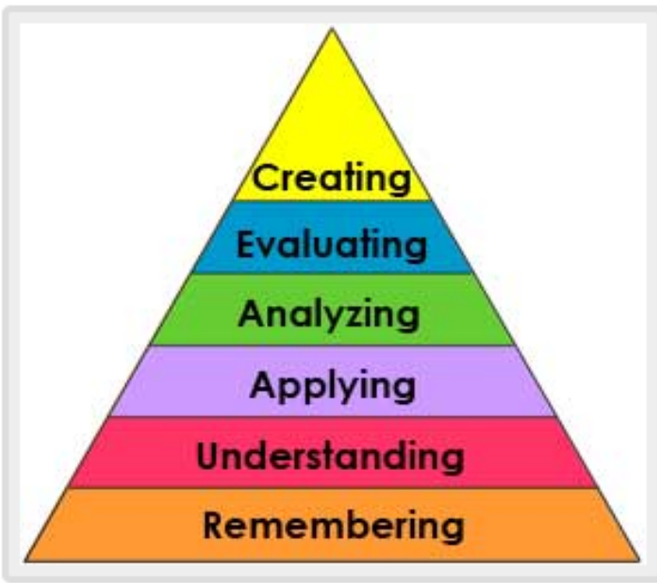
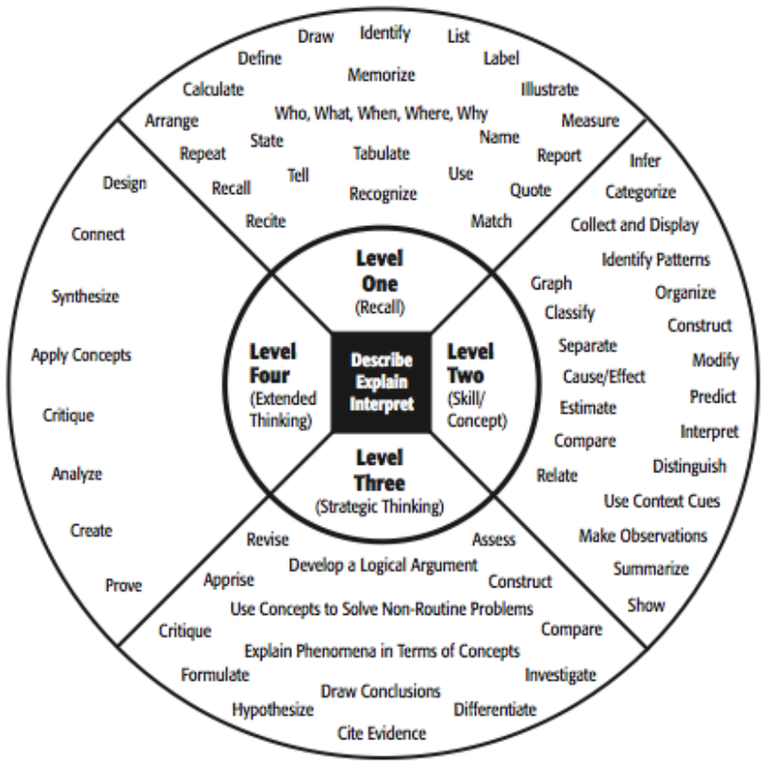


Updated

Webb's Depth of Knowledge

Depth of Knowledge (DOK) Levels



Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/ solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	Apply mathematical model to illuminate a problem or situation.
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Analyze and synthesize information from multiple sources.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Describe and illustrate how common themes are found across texts from different cultures.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Design a mathematical model to inform and solve a practical or abstract situation.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.	Apply a concept in other contexts.	
	Organize, represent and interpret data.		

Webb, Norman L. and others. "Web Alignment Tool" 24 July 2005. Wisconsin Center of Educational Research. University of Wisconsin-Madison. 2 Feb. 2006. <http://www.wcer.wisc.edu/WAT/index.aspx>.

Hess' Cognitive Rigor Matrix

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions - *ELA*

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
Remember Retrieve knowledge from long-term memory, recognize, recall, locate, identify	○ Recall, recognize, or locate basic facts, details, events, or ideas explicit in texts ○ Read words orally in connected text with fluency & accuracy			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion), predict, compare/contrast, match like ideas, explain, construct models	○ Identify or describe literary elements (characters, setting, sequence, etc.) ○ Select appropriate words when intended meaning/definition is clearly evident ○ Describe/explain who, what, where, when, or how ○ Define/describe facts, details, terms, principles ○ Write simple sentences	○ Specify, explain, show relationships; explain why, cause-effect ○ Give non-examples/examples ○ Summarize results, concepts, ideas ○ Make basic inferences or logical predictions from data or texts ○ Identify main ideas or accurate generalizations of texts ○ Locate information to support explicit-implicit central ideas	○ Explain, generalize, or connect ideas using supporting evidence (quote, example, text reference) ○ Identify/ make inferences about explicit or implicit themes ○ Describe how word choice, point of view, or bias may affect the readers' interpretation of a text ○ Write multi-paragraph composition for specific purpose, focus, voice, tone, & audience	○ Explain how concepts or ideas specifically relate to *other* content domains or concepts ○ Develop generalizations of the results obtained or strategies used and apply them to new problem situations
Apply Carry out or use a procedure in a given situation; carry out (apply to a familiar task), or use (apply) to an unfamiliar task	○ Use language structure (pre/suffix) or word relationships (synonym/antonym) to determine meaning of words ○ Apply rules or resources to edit spelling, grammar, punctuation, conventions, word use ○ Apply basic formats for documenting sources	○ Use context to identify the meaning of words/phrases ○ Obtain and interpret information using text features ○ Develop a text that may be limited to one paragraph ○ Apply simple organizational structures (paragraph, sentence types) in writing	○ Apply a concept in a new context ○ Revise final draft for meaning or progression of ideas ○ Apply internal consistency of text organization and structure to composing a full composition ○ Apply word choice, point of view, style to impact readers' /viewers' interpretation of a text	○ Illustrate how multiple themes (historical, geographic, social) may be interrelated ○ Select or devise an approach among many alternatives to research a novel problem
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct (e.g., for bias or point of view)	○ Identify whether specific information is contained in graphic representations (e.g., map, chart, table, graph, T-chart, diagram) or text features (e.g., headings, subheadings, captions) ○ Decide which text structure is appropriate to audience and purpose	○ Categorize/compare literary elements, terms, facts/details, events ○ Identify use of literary devices ○ Analyze format, organization, & internal text structure (signal words, transitions, semantic cues) of different texts ○ Distinguish: relevant-irrelevant information; fact/opinion ○ Identify characteristic text features; distinguish between texts, genres	○ Analyze information within data sets or texts ○ Analyze interrelationships among concepts, issues, problems ○ Analyze or interpret author's craft (literary devices, viewpoint, or potential bias) to create or critique a text ○ Use reasoning, planning, and evidence to support inferences	○ Analyze multiple sources of evidence, or multiple works by the same author, or across genres, time periods, themes ○ Analyze complex/abstract themes, perspectives, concepts ○ Gather, analyze, and organize multiple information sources ○ Analyze discourse styles
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			○ Cite evidence and develop a logical argument for conjectures ○ Describe, compare, and contrast solution methods ○ Verify reasonableness of results ○ Justify or critique conclusions drawn	○ Evaluate relevancy, accuracy, & completeness of information from multiple sources ○ Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, produce	Brainstorm ideas, concepts, problems, or perspectives related to a topic or concept	○ Generate conjectures or hypotheses based on observations or prior knowledge and experience	○ Synthesize information within one source or text ○ Develop a complex model for a given situation ○ Develop an alternative solution	○ Synthesize information across multiple sources or texts ○ Articulate a new voice, alternate theme, new knowledge or perspective

“Unwrapping, Deconstructing, Unpacking”. . . . . Why do we do it?

- to find the **VERBS** (skills) and **NOUNS** (concepts)

- to fully understand what students are expected to **KNOW** and be able to **DO**

- to enable teams to assigning a level of **BLOOM’s TAXONOMY** to the verbs or **DOK** to the overall task or standard(s)

- to ensure fidelity, high **ALIGNMENT** and appropriate level of rigor between standards and assessments

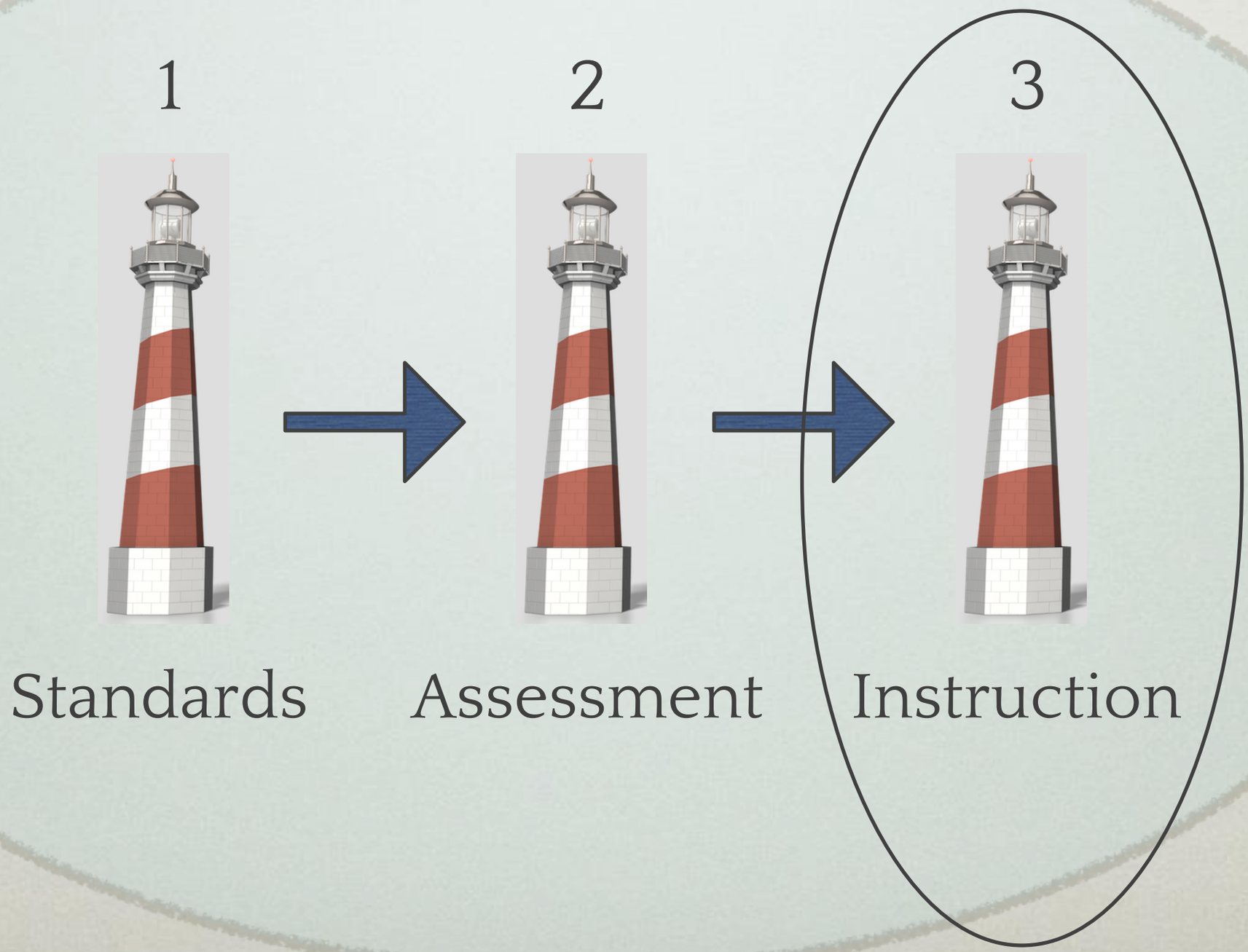
Grade 5 Government: *Explain* the basic principles of the U.S. government, including structures and functions of the federal government.

Matching – Select the appropriate branch of government for each function below. You will use an answer more than once.

_____5. Ratifies foreign treaties
_____6. Creates laws
_____7. Has veto power
_____8. Decides if laws are working fairly
_____9. Represents U.S. in the world

a. Executive
b. Legislative
c. Judicial

Lighthouse #3 - Instruction



Lighthouse #3 - Instruction

Student - Centered

RtI

Engagement

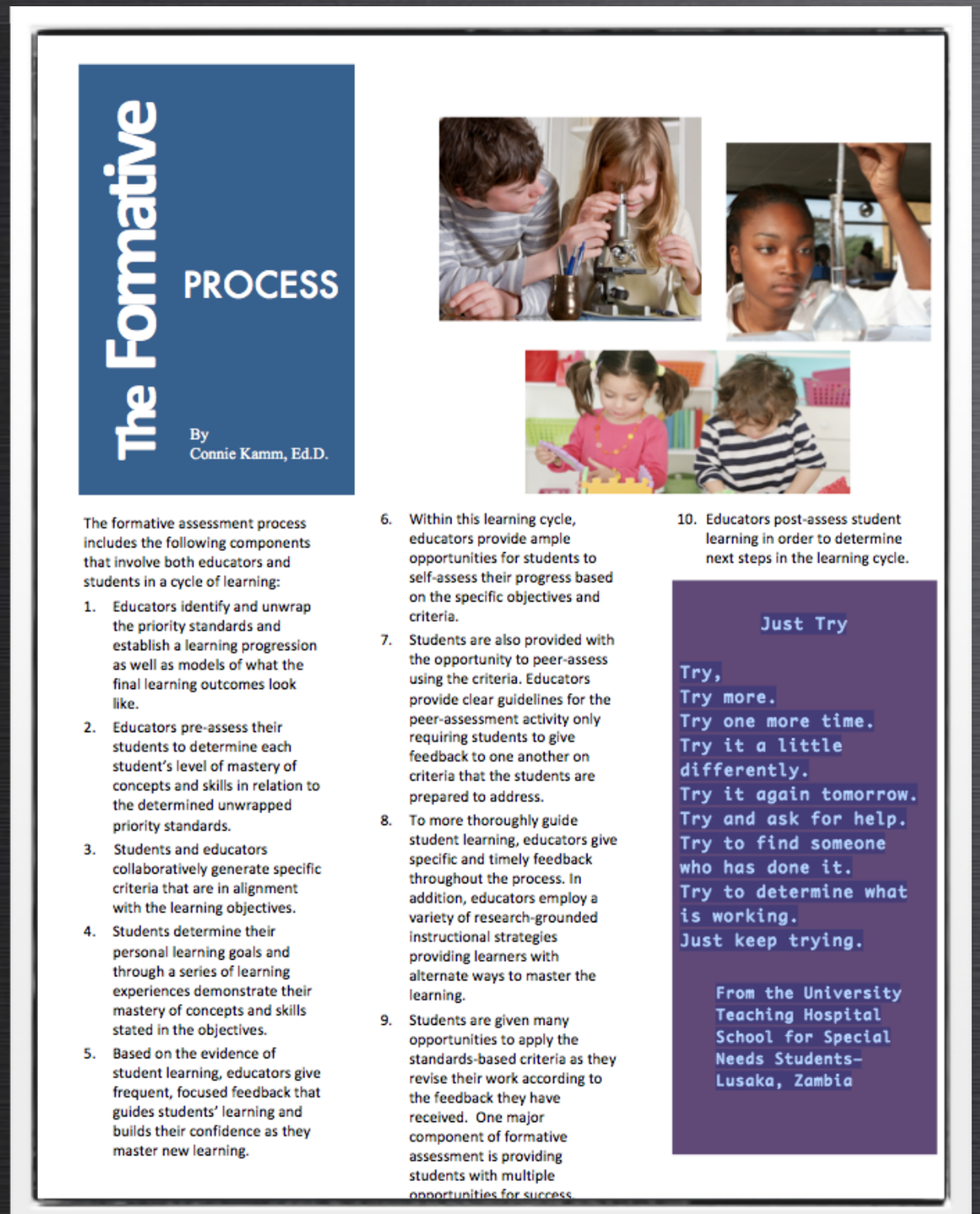
Best Practice

Units

What is Feedback?

- "Feedback is not about praise or blame, approval or disapproval. That's what evaluation is – placing value. Feedback is value-neutral. It describes what you did and did not do."

~ Grant Wiggins



The Formative PROCESS

By
Connie Kamm, Ed.D.

The formative assessment process includes the following components that involve both educators and students in a cycle of learning:

1. Educators identify and unwrap the priority standards and establish a learning progression as well as models of what the final learning outcomes look like.
2. Educators pre-assess their students to determine each student's level of mastery of concepts and skills in relation to the determined unwrapped priority standards.
3. Students and educators collaboratively generate specific criteria that are in alignment with the learning objectives.
4. Students determine their personal learning goals and through a series of learning experiences demonstrate their mastery of concepts and skills stated in the objectives.
5. Based on the evidence of student learning, educators give frequent, focused feedback that guides students' learning and builds their confidence as they master new learning.
6. Within this learning cycle, educators provide ample opportunities for students to self-assess their progress based on the specific objectives and criteria.
7. Students are also provided with the opportunity to peer-assess using the criteria. Educators provide clear guidelines for the peer-assessment activity only requiring students to give feedback to one another on criteria that the students are prepared to address.
8. To more thoroughly guide student learning, educators give specific and timely feedback throughout the process. In addition, educators employ a variety of research-grounded instructional strategies providing learners with alternate ways to master the learning.
9. Students are given many opportunities to apply the standards-based criteria as they revise their work according to the feedback they have received. One major component of formative assessment is providing students with multiple opportunities for success.
10. Educators post-assess student learning in order to determine next steps in the learning cycle.

Just Try

Try,
Try more.
Try one more time.
Try it a little differently.
Try it again tomorrow.
Try and ask for help.
Try to find someone who has done it.
Try to determine what is working.
Just keep trying.

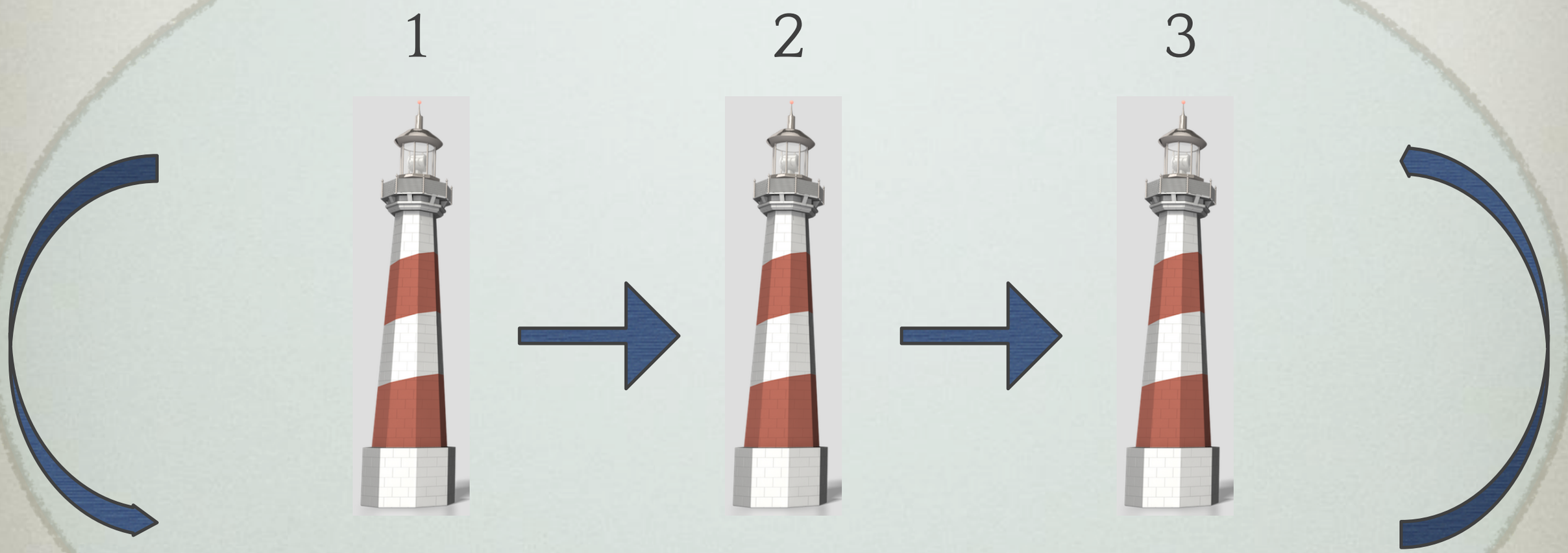
From the University Teaching Hospital School for Special Needs Students–Lusaka, Zambia

Read "The Formative Process" article

Think about the following questions:
*which elements of the process do we do well?
*Which elements can be improved upon?

Turn and Talk

Collaboration through PLCs!!!!



Collaboration

You Made It!

Exit Checklist

- What major components do you still need clarification on?
- Please list your 3 biggest “take-aways.”
- What is one thing you plan on changing upon returning to your classroom in the fall?

Try It!

Use one of the following standards to write one selected-response item that serves as evidence of learning.

- CCSS.ELA-LITERACY.L.4.1.D

Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).

- CCSS.MATH.CONTENT.1.OA.B.3

Apply properties of operations as strategies to add and subtract.[2] *Examples: If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition.) To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 = 12. (Associative property of addition.)*

- CCSS.ELA-LITERACY.RI.2.6

Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

3, then 4, then 2, then 1

- **(3) Begin with the PROFICIENT level 1st……This is where the standard "lives"**
- **(4) This is PROFICIENT *PLUS***
- **(2) *Most* of PROFICIENT**
- **(1) *Little* of PROFICIENT**