



MIND
THE GAPS

WEBINAR SERIES

Webinar 3:

*Transforming Assessment
Practices in Unprecedented Times
to Ensure Student Success*

May 26 and 27, 2020



Transforming Assessment Practices in Unprecedented Times to Ensure Student Success

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Transform Learning Gaps into Achievement Gains

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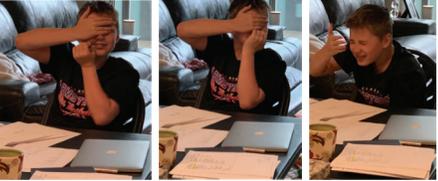









From tears to hope: Assessment that Builds Confidence and Success



Analyzing pieces from Gwendolyn Brooks, Langston Hughes, and Margaret Walker

Session 1: Designing a Master Schedule to Target Learning Gaps Next Fall



4

Critical actions that leaders must plan for *before* the school year begins.

1. Identify/revise essential standards for each grade/course.
2. Ensure all students have access to grade-level essential standards.
3. Schedule time for collaborative, systematic Tier 2 interventions and extensions.
4. Identify students who need Tier 1 preventions and Tier 3 remediation.



Session 2: Yes We Can and We Must: A Proactive Approach to Minding the Gaps



Steps for Devising A Gap Plan

NOW

Step 1: Get clear on current status (Flash Back)
Step 2: Get clear on most important immediate pre-requisite skills (Flash Forward)

FALL

Step 3: Commit to a collaborative pre-instruction protocol (Discussion and learning progression)

Standard	Essential Standard	Learning Objectives
1.1	1.1.1	1.1.1.1
1.2	1.2.1	1.2.1.1
1.3	1.3.1	1.3.1.1
1.4	1.4.1	1.4.1.1
1.5	1.5.1	1.5.1.1
1.6	1.6.1	1.6.1.1
1.7	1.7.1	1.7.1.1
1.8	1.8.1	1.8.1.1
1.9	1.9.1	1.9.1.1
1.10	1.10.1	1.10.1.1

Standard	Essential Standard	Learning Objectives	Pre-instruction Protocol	Learning Progression
1.1	1.1.1	1.1.1.1		
1.2	1.2.1	1.2.1.1		
1.3	1.3.1	1.3.1.1		
1.4	1.4.1	1.4.1.1		
1.5	1.5.1	1.5.1.1		
1.6	1.6.1	1.6.1.1		
1.7	1.7.1	1.7.1.1		
1.8	1.8.1	1.8.1.1		
1.9	1.9.1	1.9.1.1		
1.10	1.10.1	1.10.1.1		



Moving assessment from a source of stress to a catalyst for success

It's the right time to...



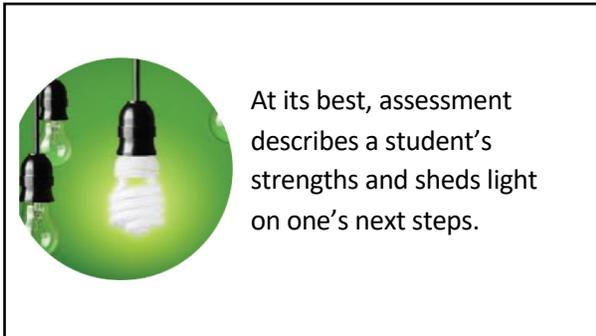
Assessment





Using Assessment to Build Confidence and Success





Assessment is power when it...

- **Describes** learning: Strengths and next steps (focused on essential standards/competencies)
- **Inspires/Requires** action that leads to learning and growth for both educators and students

Session 3 Outcomes

- Experience a protocol to design assessment evidence to confidently understand where students are and what they need next.
- Explore effective and efficient instructional agility practices that meet the diverse needs of learners in our classrooms, including feedback and self-assessment tools.
- Enhance the assessment process collaborative teams use to meet our changing student needs.



Sahira Jones

Sahira Jones	Number of Correct Items
Overall Score	63% (19/30)

Sahira Jones	Number of Correct Items
I can organize data collected from a survey question into a chart or graph.	10/10
I can calculate measures of central tendency from a data set.	8/10
I can interpret my data. This means I can draw conclusions about data.	1/10
Overall score	63 percent (19/30)

Sahira Jones	Item #s	Number of Correct Items
I can organize data collected from a survey question into a chart or graph.	1,3,6,7,8,19	10/10
I can calculate measures of central tendency from a data set.	2,4,9,10,11,12	8/10
I can interpret my data. This means I can draw conclusions about data.	13, 14, 15, 16, 17, 18, 20	1/10
Overall score		63 percent (19/30)

Assessment Evidence That Fosters Self-Assessment

Learning Progression	Assessment Evidence	Points
I can organize data collected from a survey question onto a chart or graph.	Items 1-5	____/10
Prerequisite Learning targets Measures of central tendency from a data set.	Items 6-10	____/10
I can interpret data. This means I can draw conclusions about data.	Item 11	____/10
I can generate new questions to investigate from data to address specific local or global issues.		
I can use data to support viable solutions to local or global issues.		

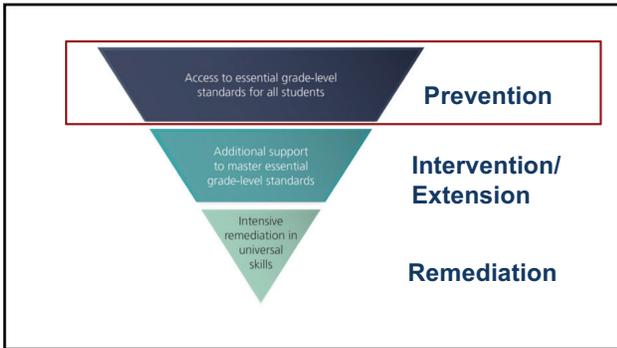
1. What are my strengths according to the assessment?
2. What is an area of growth?
3. How might I work on that area of growth?
4. What might I need to support my learning?
5. When will I check again?

Assessment Evidence That Fosters Self-Assessment

Learning Progression	Assessment Evidence	Points	Next Steps	Students
I can organize data collected from a survey question onto a chart or graph.	Items 1-5	____/10		
I can calculate measures of central tendency from a data set.	Items 6-10	____/10		
I can interpret data. This means I can draw conclusions about data.	Item 11	____/10		
I can generate new questions to investigate from data to address specific local or global issues.				
I can use data to support viable solutions to local or global issues.				

Form of Student's Self-Assessment for Progress Monitoring

Learning Progression	Item	Points	Next Steps
I can organize data collected from a survey question onto a chart or graph.	1-5	____/10	
I can calculate measures of central tendency from a data set.	6-10	____/10	
I can interpret data. This means I can draw conclusions about data.	11	____/10	
I can generate new questions to investigate from data to address specific local or global issues.			
I can use data to support viable solutions to local or global issues.			



It's the right time to use assessment to...

1. Identify which students did or did not master specific essential standards.
2. Identify the instructional practices that did or did not improve learning and plan for re-engagement.
3. Determine how students will use results to understand their progress toward meeting essential standards.

3 Practices that Transform Assessment

Collaborative Teams and Individual Teachers



#1 Frame the Future with Possibility



"We are suggesting that the readiness of learners needs to be handled thoughtfully in the opening weeks -- balancing diagnostic assessment with developing classroom culture filled with **optimism, possibilities, and creative choices.**"

-How will we return to school? Curriculum choices in the face of COVID19? By Heidi Hayes Jacobs and Allison Zmuda (April 27, 2020)

Setting Up the Conditions for Next Year

To accelerate learning and ensure hope and possibility....

- A mindset of "You/We got this!"
- Build community and trust by asking students and families, and colleagues to share their experiences
- Identify Essential Standards
- Frame assessment as information about learning
- Use feedback to understand what works and build on strengths

#2 Design Relevant and Meaningful Assessment Evidence that Informs and Inspires Action



Area 1: Essential Standards/Competencies

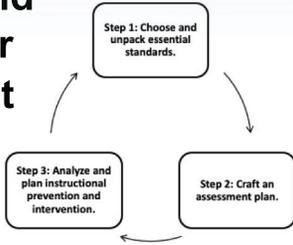
Area 2: Social and Emotional Learning, or Social Competence



Designing and Planning for Assessment Evidence

From Session 2

Learning Progression	Formative Assessment	Summative Test	How to be Assessed
1. I can explain mathematical reasoning with a viable argument.	1. Explain the problem-solving process to a peer or teacher.	1. Explain the problem-solving process to a peer or teacher.	1. Explain the problem-solving process to a peer or teacher.
2. I can create a model to represent my solution.	2. Create a model to represent the solution.	2. Create a model to represent the solution.	2. Create a model to represent the solution.
3. I can solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies.	3. Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies.	3. Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies.	3. Solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies.



Step 2: Craft An Assessment Plan

Learning Progression ("I Can" Statements)	Criteria	Methods of Assessment (Evidence of Learning)	Formative Feedback (Common Formative Assessments)
I can explain mathematical reasoning with a viable argument.	<ul style="list-style-type: none"> Clearly explain how the problem was solved. Used mathematical terminology accurately Accurately critiques a problem solving method. 		
I can create a model to represent my solution.	<ul style="list-style-type: none"> Accurately uses a model to represent or solve a problem. Uses multiple models to represent solutions or problem solving. 		
I can solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies.	<ul style="list-style-type: none"> Accurately add or subtract money. Use a problem solving method that makes sense 		

Even more simply... What are the essentials? What are all the possible evidence of learning that indicate progress?

Learning Goals ("I Can" Statements)	Evidence #1	Evidence #2	Evidence #3
I can explain my reasoning with a viable argument.			
I can create a model to represent my solution.			
I can solve real-world problems involving dollar bills, quarters, dimes, nickels, and pennies.			



Pause and Ponder

- In what ways do teachers currently share results from assessments? Do students get information on their **strengths** in terms of the learning targets and **next steps**?
- How do students currently self-assess?



Using Assessment to Be Instructionally Agile

#3 Develop Instructional Agility Through Feedback and Self-Assessment

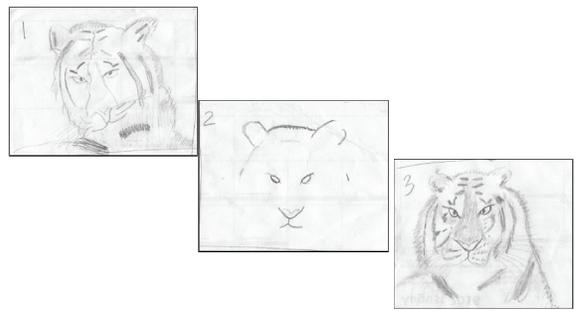


Being *instructionally agile* means teachers have the capacity to use emerging evidence to make real-time modifications within the context of the expected learning

(Erkens, C., Schimmer, T., & Dimich, N. 2018, *Instructional Agility*).



Engage in Feedback Practices that Empower the Learner and the Team



What are the most essential standards/learning?

First attempt	Second attempt	Third attempt
Fourth attempt	Fifth attempt	Sixth attempt

1. What are the quality characteristics or criteria for this learning?
2. What product can students create or write or produce?
3. Provide multiple opportunities to make the product better using the criteria.



Feedback: Focus on Qualities Not Quantities

Learning Progression ("I Can" Statements)	Criteria	What does the method tell us about misconceptions or errors?	Next Step	Students
I can explain mathematical reasoning with a viable argument.	<ul style="list-style-type: none"> Clearly explain how the problem was solved. 			
	<ul style="list-style-type: none"> Use mathematical terminology accurately 			
	<ul style="list-style-type: none"> Accurately critiques a problem solving method. 			

Targeted and Systematic Feedback

Systematically identifying information on **strengths** and **next steps** in relationship to essential standards and its success criteria



Name _____

Strength:

Next Step:

Your plan to act:

Questions sit at the foot of engagement and uncover student thinking.

Assessment conversations "refer to these daily instructional dialogues that embed assessment into an activity already occurring in the classroom.

"... [They] permit teachers to gather information about the status of students' conceptions, mental models, strategies, language use, or communication skills to guide instruction."

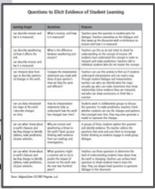
And their research suggests these conversations increase achievement.

(Ruiz-Primo & Furtak, 2006, p. 207)

Feedback: Focus on Criteria and Set Up Conditions to Identify Strengths, Misconceptions, and Next Steps

- Eavesdropping on small-group conversations - Google meets/zoom (provide verbal or written descriptions to students in the moment)
- Provide descriptive feedback (audio or written) on something students create or produce (recording, written response, graphic organizer)
- Facilitate student conferences or guided reflection (self-assessment) on the criteria
- Student self-assessment on their work
- Peer feedback conversations to determine strengths and next steps

	Learning Target	Questions	Purpose
Planning Template	I can use what I know about the earth's features and how they change to identify problems, make predictions and pose solutions.	Why is erosion and weathering a threat to Earth? Back up your change to identify evidence from our readings and investigations.	As groups of three explore this question and identify evidence, the teacher will collect the questions that come up and use questions to push students to further their thinking as they are in their small group dialogue.
	I can interpret data from maps to describe patterns and changes in the Earth.	Compare the interpretation statements you made with those of your partner's. How are they the same and different?	This is an activity to understand if students get interpretation and can read a map. Through their dialogue and interpretation, teachers see who can identify what the maps say, who can make statements that show relationships (clear evidence they can interpret), and those that can draw conclusions or think like a scientist.



Gather Feedback from Students

Class Activity Date:

Name: _____

Number one of the address one: _____

Number two of the address one: _____

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99. Write the address number _____

100. Write the address number _____

Check in for Today: Example for Students

Check in for Today

Form description

What's your email address?
Short answer text

Which super power would you most want to have?

Teleporting

Telepathy/reading

Super strength

Invulnerability

Other: _____

You have been researching one of the local issues affecting our community. You have read or viewed 2-4 pieces. Your task is to pose a solution. Select all the statements that apply to your current state of mind:

I am feeling good about the progress I am making.

I am feeling ok about the progress I am making. I need more time.

I am not being motivated to do this project. I'm having a hard time getting started.

I am overwhelmed and don't really know where to begin.

I could use some help.

I'm frustrated.

I'm having a hard time getting started.

Other: _____

Managing Feedback and Connections with Students

Students	Essential Learning: Citing Textual Evidence			Essential Learning: Writing and Speaking Cohesively		
	Google Form 4/10/20	Video class 4/13/20	Conference 4/15			
Student A						
Student B						
Student C						

3 Practices that Transform Assessment

1. Frame the Future with Possibility
2. Design Relevant and Meaningful Assessment Evidence that Informs and Inspires Action
3. Develop Instructional Agility Through Feedback and Self-Assessment





Pause and Ponder

- Consider the most important ideas about feedback and instructional agility:
 - What's affirming?
 - What's surprising?
 - What's your next step individually and as a collaborative team?

THANK YOU.



What you do matters and every moment you celebrate, reflect and persist is a gift.

This is hard. This is crisis learning. Spend time sharing your stories -- the celebrations, the challenges, and the new learning.

We can move forward **from crisis to transformation.**

You can do this! Together, we can do this!



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Thank you!

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Teams of Teachers: A Template for Planning Next Steps

Learning Progressions	Items or Tasks	Students	Next Steps (Homework, bell ringers, differentiated collaboration)
I can organize data collected from a survey question into a chart or graph.	1, 2, 3, 4		<ul style="list-style-type: none"> • Watch video demo on schoology. • Work the task on the video. • Revise item 4 on your quiz.
I can calculate measures of central tendency from a data set.	5, 6, 7, 8		<ul style="list-style-type: none"> • Watch video demo on schoology. • Fix problems 5, 6, 7, 8. • Take schoology quiz on calculation.
I can interpret my data. This means I can draw conclusions about data.	9, 10		<ul style="list-style-type: none"> • Review example sentences that model how to interpret. • Use sentence frames and develop new sentences for your data.
I can generate new questions to investigate from the data to address specific local or global issues.			<ul style="list-style-type: none"> • Choose one new scenario with data and after interpreting the data, pose solutions to those problems.
I can use data to support viable solutions to local or global issues effectively.			<ul style="list-style-type: none"> • Research problems.

Pause and Ponder

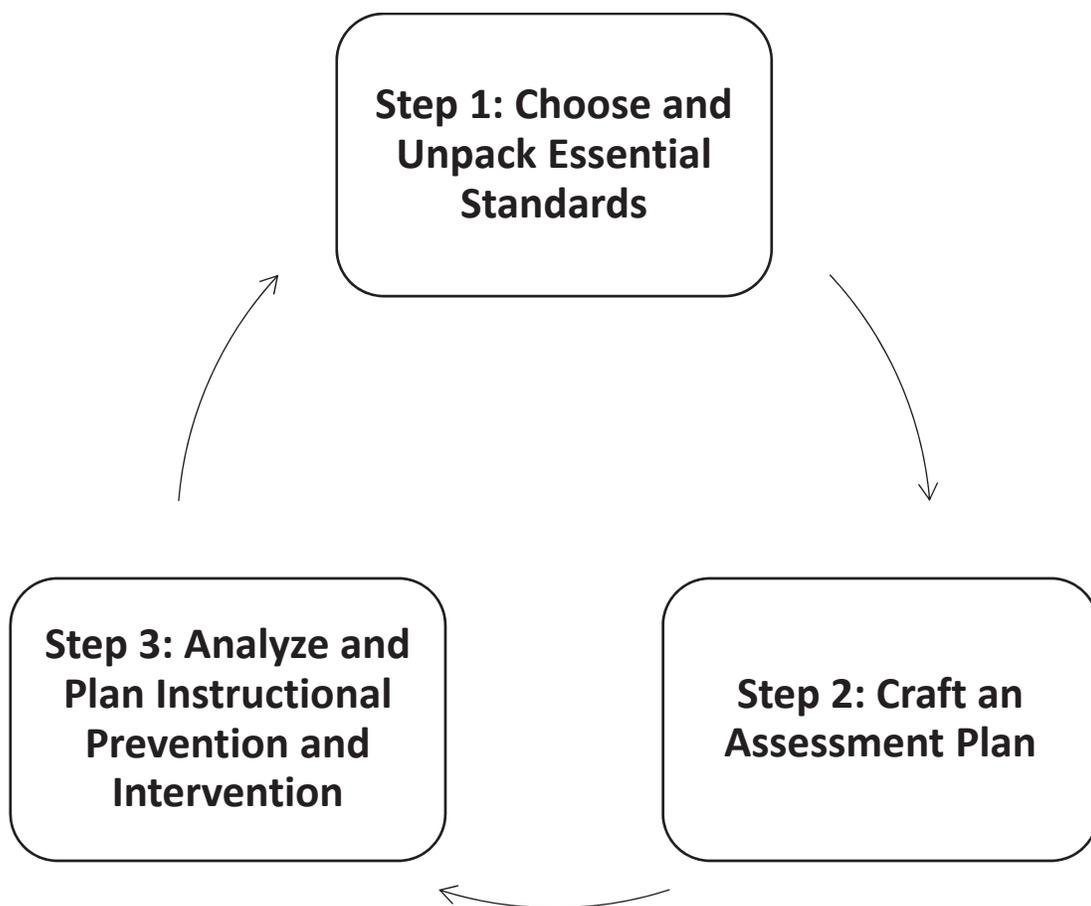
How confident are you that your assessment information provides accurate information on the standards you intended students to learn?

Assessment Design and Use Simplified

(Adapted from Vagle, *Design in Five: Essential Phases to Create Engaging Assessment Practice*, 2015)

This protocol leads to assessment evidence that provides accurate information regarding student learning. As a process, the three steps guide teachers from scratch to critique and revise or design meaningful assessment items and tasks.

The steps are a process, and the following pages contain templates and action items to use as part of the process. While they are shown as steps one to three, a team could start at any step and work the process. For example, a team could analyze student work from an assessment to understand what students need to learn. They then can revise the assessment task to get better information the next time they use it. In another example, a team could craft an assessment plan from a current assessment and then revise the assessment based on the learning targets identified.

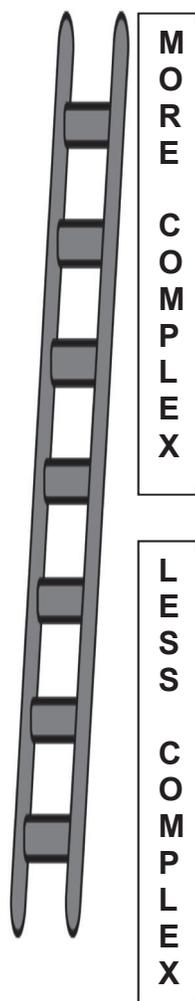


Step 1: Choose and Unpack Essential Standards

(Adapted from Vagle, *Design in Five: Essential Phases to Create Engaging Assessment Practice*, 2015)

1. Circle verbs in the identified standards.
2. Underline concepts, vocabulary, and context that are important.
3. Write learning targets.
 - a. Write learning targets using circled verbs from the standard.
 - b. Write prerequisite learning targets (knowledge and skills needed to achieve the standard).
 - c. Write learning targets that extend and deepen the learning—to enrich and extend.

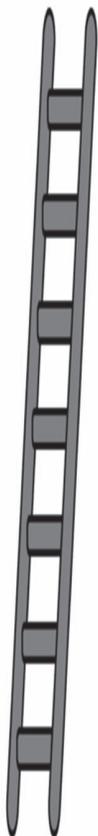
Put learning targets in cognitive order.



I can critique other mathematicians' problem solving. **This means I can** explain the pros and cons of how a problem was solved.

Step 2: Craft an Assessment Plan

1. List learning goals in the first column.
2. Review a current assessment by aligning each item to the learning target in the chart. See how closely your current assessment matches the learning targets for that unit.
3. Determine effective methods to measure this learning goal such as performance task, constructed response, or graphic organizer. See “Determining Effective Assessment Methods” on page 45 for a list of ideas.
4. Identify the number of items or points for each learning goal. (Another option is to identify the percentage of importance.) Four to six assessment items are recommended for classroom assessment per learning goal for simple and medium complexity targets. If you do not use points, you can use your symbols (e.g., 4, 3, 2, 1; beginning, emerging, achieving, advancing). Be sure the learning goal describes what it means to be at each level.
5. When designing a formative assessment, choose the essential-to-know, hard-to-teach, and hard-to-learn goals. Design assessments to help determine student strengths and next steps.



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Learning Goals	Items on a Current Assessment (if applicable)	Other Assessment Methods to Consider	Points and Rubric	CFA (Formative Feedback)

Step 3: Analyze and Plan Instructional Prevention and Intervention (Tiers 1 or 2)

Pile, Stack, and Plan With Student Work

1. What are the learning targets or standards being assessed? What is the criteria?
2. Individually, review the sample student work (usually five to seven pieces). Identify a strength and a next step to improve. Another option is to score each piece using the accompanying rubric. Write your score or descriptive feedback on a sticky note and put on the back of the student work. Pass it to your colleague to review. They complete a post it note with their score or descriptive feedback without looking at the other sticky notes. Each team member reviews each sample.
3. Come to consensus on the strength and next steps of each piece or rubric score. Review the sticky notes placed on the back of each piece of student work.
4. Pile student work based on next step or like errors.
5. Develop an instructional response (Tier 1 prevention or Tier 2 intervention) for each next step identified in the student work. This plan will help students grow in the learning they are to achieve.
6. Sort the rest of the student work by next steps.
7. Determine when and how to determine if the instructional plan or intervention worked.

Next Step: What Do Students Need to Work on?	Misconceptions	Interventions to Help Students Take Next Steps	Students Who Need to Take Next Steps

Questions to Elicit Evidence of Student Learning

Learning Target	Questions	Purpose
I can describe erosion and how it is measured.	What is erosion, and how is it measured?	Teachers pose this question to student pairs for dialogue. Teachers eavesdrop on the dialogue and then wrap up the discussion with a minilecture on erosion and how it is measured.
I can describe weathering and how it affects the earth. I can describe erosion and how it is measured.	What is the difference between weathering and erosion?	Teachers use this as an exit ticket to check for understanding on the concept of erosion. All students must understand this concept in order to interpret and make predictions. Teachers talk to individual students who do not master the concept.
I can interpret data from maps to describe patterns and changes in the earth.	Compare the interpretation statements you made with those of your partner's. How are they the same and different?	Teachers can use this activity to find out if students understand interpretation and can read a map. Through student dialogue and interpretation, teachers see who can identify what the maps actually say, who can make statements that show relationships (clear evidence they can interpret), and who can draw conclusions or think like a scientist.
I can use data interpreted from maps of the earth to describe changes over time.	How do interpretation statements help us understand how the earth has changed over time?	Students work in collaborative groups to discuss this question. To make predictions, teachers check whether students can see the changes and patterns that emerged over time. They may even generate a model to represent the changes.
I can use what I know about the earth's features and how they change to identify problems, make predictions, and pose solutions.	Why are erosion and weathering a threat to the earth? Back up your thinking with evidence from our readings and investigations.	In groups of three, students explore this question and identify evidence. The teacher collects the questions that arise and uses them to encourage further thinking as students engage in small-group dialogue.
I can use what I know about the earth's features and how they change to identify problems, make predictions, and pose solutions.	What questions might a scientist ask to try to predict the impact of erosion on the earth over the next two hundred years?	Teachers use these questions to determine the level of understanding students have about how the earth is changing. Teachers use surface-level questions to show students how to trace the data. They use deeper-level questions to generate dialogue in the classroom.

Source: Adapted from GLOBE Program, n.d.

Types of Questions to Promote Dialogue

Question Type	Question Stem
Clarifying Questions	What do you mean by . . . ? What is an example of . . . ?
Debate Questions	What would another perspective look like . . . ? What is the counter argument . . . ?
Innovation Questions	What if . . . ? How might we . . . ?
Causal Questions	How does that connect to . . . ? Why did that happen . . . ?
Analysis Questions	What would have changed if . . . didn't happen? What were the contributing factors to . . . and how did that affect . . . ? What is the relationship among these components . . . ?

References and Resources

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