

Integrated Leadership
Course Class 2

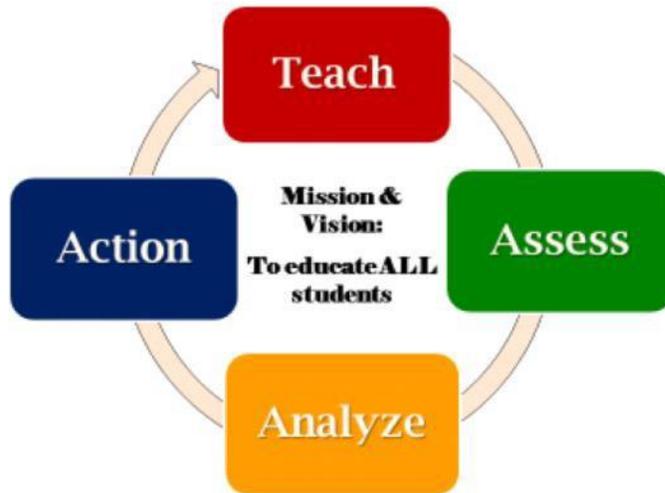
Key Question #3
Section

Assessing Learning

Saturday, January 2, 2016 9:27 AM

You will find additional resources and today's full PowerPoint on the "For Leaders" page of TNCore by clicking [here](#). You may keep running notes by clicking anywhere to the right of the slides and beginning to type.

The Cycle of Assessment



Observing the Cycle of Assessment

Teach: Does the instruction and the tasks align to the identified learning target(s)?

Assess: How is student learning being measured or determined for the identified learning target(s)?

Analyze: How is the information from assessments being analyzed?

Action: What actions or changes are taking place based on the findings of that analysis?

II

Key Questions for Leaders

Teach: Does the instruction and the tasks align to the identified learning target(s)?

- **Focus:** aligning the lesson to depth of standard
- **Rigor:** developing conceptual understanding with fluency and skill and ensuring mastery through application
- **Coherence:** connecting today's lesson with the lesson before and the future lesson as well as across all content



Assessing Classroom Activities

Task predicts performance. What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

~Richard F. Elmore (2008)



TN Math Standard 3.0A.A.2

Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$



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Emphasis: To make the connection between the symbolic representation of division and the equal sets of objects that are being represented.

Expectation of Mastery:

At Grade Level: Students can express quotients of whole numbers as parts of a group. They can do this by writing division statements.

Beyond This Standard: Students can interpret quotients with larger numbers and compute quotients of whole numbers. Students may begin to interpret quotients that involve halves or other common fractions in the answer.



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Ivan scooped 16 scoops of ice cream evenly into 8 cones.
How many scoops of ice cream are on each cone?

1. What will the teacher know about students' thinking?
2. What will the teacher know about the students' mastery of the learning target?
3. Where will the teacher be able to identify misconceptions?



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Beth exercises each day. She walks a total of 45 minutes during her exercise period. Every 5 minutes of walking, she stops and does jumpingjacks.

Which equation can be solved to find the number of times Beth stops during her walk to do jumpingjacks?

- $45 \times 5 = ?$
 - $45 \div 5 = ?$
 - $45 + 5 = ?$
 - $45 - 5 = ?$
1. What will the teacher know about students' thinking?
 2. What will the teacher know about the students' mastery of the learning target?
 3. Where will the teacher be able to identify misconceptions?

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Planning Rubric for Educators

Level 5 --Instructional plans include:

- measurable and explicit goals aligned to state content standards;
- activities, materials, and assessments that: are aligned to state standards, are sequenced from basic to complex, build on prior student knowledge, are relevant to students' lives, and integrate other disciplines, provide appropriate time for student work, student reflection, and lesson unit and closure;

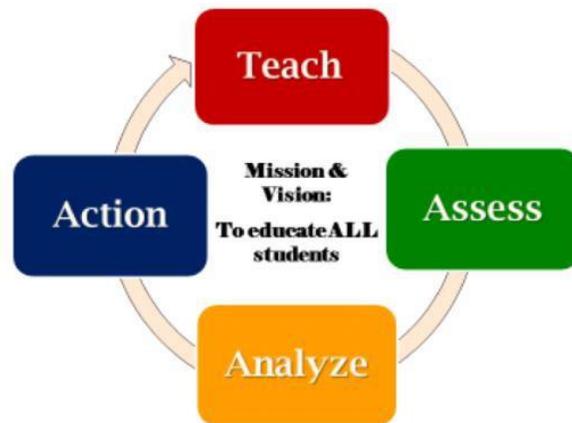
- evidence that plan is appropriate for the age, knowledge, and interests of all learners; and
- evidence that the plan provides regular opportunities to accommodate individual student needs



General Educator Rubric: Planning

	Strongly Exceeds Expectations (5)	Exceeds Expectations (4)	Meets Expectations (3)
D Instructional Plans	Instructional plans include: measurable and explicit goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge, are relevant to students' lives, and integrate other disciplines. ○ provide appropriate time for student work, student reflection, and lesson unit and closure; evidence that plan is appropriate for the age, knowledge, and interests of all learners; and evidence that the plan provides regular opportunities to accommodate individual student needs.	Instructional plans include: goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are aligned to state standards. ○ are sequenced from basic to complex. ○ build on prior student knowledge. ○ provide appropriate time for student work, and lesson and unit closure; evidence that plan is appropriate for the age, knowledge, and interests of most learners; and evidence that the plan provides some opportunities to accommodate individual student needs.	Instructional plans include: few goals aligned to state content standards; activities, materials, and assessments that: <ul style="list-style-type: none"> ○ are rarely aligned to state standards. ○ are rarely thoughtfully sequenced. ○ rarely build on prior student knowledge. ○ inconsistently provide time for student work, and lesson and unit closure; little evidence that the plan provides some opportunities, to accommodate individual student needs.
D Student Work	Assignments require students to: organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it; draw conclusions, make generalizations, and produce arguments that are supported through extended writing; and connect what they are learning to experiences, observations, feelings, or situations that are relevant to their daily lives both inside and outside of school.	Assignments require students to: interpret information rather than reproduce it; draw conclusions and support them through writing; and connect what they are learning to prior learning and some life experiences.	Assignments require students to: mostly reproduce information; rarely draw conclusions and support them through writing; and rarely connect what they are learning to prior learning or life experiences.
D Assessment	Assessment Plans: are aligned with state content standards; have clear measurement criteria; measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); include extended written tasks; are portfolio-based with clear illustrations of student progress toward state content standards; and include descriptions of how assessment results will be used to inform future instruction.	Assessment Plans: are aligned with state content standards; have measurement criteria; measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); require written tasks; and include performance checks throughout the school year.	Assessment Plans: are rarely aligned with state content standards; have ambiguous measurement criteria; measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test); and include performance checks, although the purpose of these checks is not clear.

The Cycle of Assessment



Characteristics of Formative Assessment	Characteristics of Summative Assessment

Formative Assessment (*for learning*)

"Formal and informal processes teachers and students use to gather evidence for the purpose of improving learning."

Difference - **PURPOSE**

Summative Assessment (*of learning*)

'Assessments that provide evidence of student achievement for the purpose of making a judgment about student competence or program effectiveness.'

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What do we want assessments to tell us?

School and District Level

- *Where are we going?*
What are the grade-level expectations for mastery?
- *Where are we now?*
In what areas were students successful and in what areas could they improve?
- *How do we close the gap?*
What supports are needed to improve assessment practices?

III

What do we want assessments to tell us?

Classroom Level

- **Where are we going?**
How do I ensure alignment of my assessment and the standards?
- **Where are we now?**
How well are my students mastering content standards and where are they falling short?
- **How do I close the gap?**
How can I use student assessment to better design my instruction?



What do we want assessments to tell us?

Student Level

- **Where are we going?**
What are the expectations for mastery?
- **Where are we now?**
How well did I understand the content?
- **How do we close the gap?**
In which areas did I show mastery and which areas do I need to improve?



	Reflection on Assessments	
Where are we now at our school?	Where are we going?	As a leader, how can I close the gap?

Using the Data

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Application

As we hold students responsible for high academic standards, we must develop assessment methods that accurately measure, interpret, and communicate what students know and the depth to which they know it. To see how this works, let's compare two classrooms.
(Scenario 1 & 2)

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Scenario 1

Scenario 1: Mr. Jamison's Sixth-Grade Math Class

Mr. Jamison teaches sixth-grade mathematics at Littlepoint Middle School. In teaching a unit on measurement, he used direct instruction, followed by an assignment out of the math book. Each day, as students entered the classroom, he asked them to take out their math assignments and exchange papers, and then they orally graded the papers. Mr. Jamison would then ask students to let him know which problem was the most difficult, and they would work it out on the board and discuss it. At the end of the measurement unit, Mr. Jamison gave a final assessment to determine how well his students understood the important concepts from the unit.

Questions to consider:

- Where are we going?
- Where are we now?
- How do we close the gap?

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Scenario 2

Scenario 2: Ms. Gonzales' Eighth-Grade Math Class

Ms. Gonzales, who teaches eighth-grade math at Rockview Middle School, took a very different approach. She divided her unit on measurement into four natural segments: 1) geometric properties and attributes, 2) the transformation of shapes, 3) spatial relationships using coordinate geometry, and 4) units and techniques of measurement. In addition to receiving daily direct instruction, students used math journals to record their understanding at the end of each day. After reading the journal entries and looking at student work, Ms. Gonzales worked with small groups of students who had similar skill levels. At the end of each of the measurement segments, she gave the students a small project to complete to demonstrate their understanding of the segment's goals. When all four of the measurement segments were fully explored and Ms. Gonzales felt most students were confident, she asked each of them to create a project board to display all of their segment mini projects, as well as their final journal entry, which detailed their understanding of each of the four segments. The project board served as a final compilation of the many activities they had created throughout the learning experience.



Thinking about the observations you have completed this year, do you have evidence that **teachers and students** can answer the following questions daily?

- Where are we going?
- Where are we now?
- How can I close the gap?

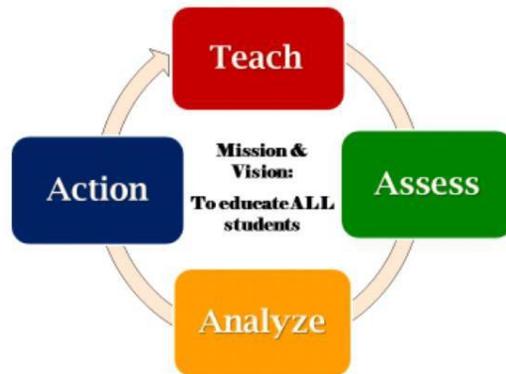
As a leader, how do we support teachers in expanding their understanding of assessment for learning?

Analyze

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NOTE: The videos used here will be available under the "Resources" tab at the end of this section.

The Cycle of Assessment



Types of Analysis

Specific Analysis	Global Analysis
What does the student work show that the students know?	How well did my class do as a whole?
What does the student work show that the students do not know?	What are the strengths and weaknesses in the standards?
What are the students thinking?	Who are strong and weak students?
What gaps exist in the students' thinking?	What do our TVAAS reports say about our students?
What are the implications of this work for instruction?	Who should be in tier 2 or tier 3 intervention?



Video Clip 1:

As you watch this clip, think about your role as the coach.

- How would you help her as the coach?

- What specific evidence do you have to build upon for improvement?

Analyze—What's the Point?

Good assessments provide good data, but this is useless unless you know how to read it and **DIG** through the data to **IMPROVE** instruction.

Analysis: Examine the results of assessments to identify the causes of both strengths and shortcomings.



Notes:

Task Predicts Performance

Task predicts performance. What determines what students know and are able to do is not what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing.

Richard F. Elmore (2008)

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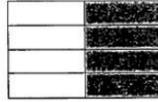
Implications for Improvement in Instruction

- If the "task predicts performance" then more specific data will come from more rigorous assessment tasks.
- The more we focus on [student work](#) the stronger our analysis and action will become.



Student Work Sample

Figure 2



- c. Write a fraction that tells what portion of Figure 2 is shaded. The fraction should tell about the eight pieces and the part that is shaded.

$\frac{4}{8}$ figure shaded
 8
 how many shapes

Write another fraction with a different denominator and numerator that tells the portion of Figure 2 that is shaded.

$\frac{1}{2}$ how many shaded
 $\frac{4}{8}$ how many shapes



Student Work Sample

Fractions Task

- d. Explain why the shaded portion of Figure 2 can be written as both the first and second fraction that you wrote in part c.

BECAUSE FIGURE 2 IS EQUIVALENT TO FIGURE 1

- e. Write four fractions that are equivalent to $\frac{1}{2}$.

$\frac{4}{8}$ $\frac{2}{4}$ _____ _____



What are your instructional suggestions for this student?

Analysis:

Total Content Points: 1 (3. "F.A.1)

Total Practice Points: 1 (MP3)

The student writes two accurate fraction> in Part A for Figure 1, including $\frac{2}{4}$, and two accurate fraction> in Part C for Figure 2, including $\frac{2}{8}$ (3. "F.A.1). The student does not write four fraction<, equivalent to $\frac{1}{2}$, in Part E (no credit for 3.NF.A.3b). In Part D, by drawing a diagram showing two rectangles, one with four-eighths shaded and the other with one-half shaded, and including an equal sign and stating that "figure 2 is equivalent to figure 1," the student provides the reasoning for why two different fractions could be written to name the same shaded part of a figure (MP3). However, because the student refers to "figure 1" instead of "fraction 1" and because there is uncertainty in the explanation given in Part D whether Figure 1 and Figure 2 refer to the student's unlabeled figure or to the Figures 1 and 2 in the task, the student does not use precise language (no credit for MP6).

Total Awarded Points: 2 out of 4

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Implications for Instruction - Action

Create an Action Plan

Effective action plans:

- Are based on a **CORRECT** analysis
- Include **NEW** instructional strategies (not just teaching content over)
- Have specific **TIMES** for implementation
- Include the students:

Are results **SHARED** and do students understand their progress?

Are students **INVOLVED** in next steps?

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Wrap-Up and Reflection

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Wrap-Up and Key Takeaways

Core Ideas

Standards are meaningless until you define how you will assess them!

Assessments are not the END of the teaching and learning process—they are the STARTING POINT!

Get a view from the pool! Don't just read the newspaper!

Data-driven student engagement occurs when students know the end goal, how they are doing, and what actions they can take to improve.

Final Thoughts

Teaching is different than Learning.

Match the data you collect to your desires for proficiency (rigor).

Use data to know when to make changes in your classroom.

Data: More than just numbers!

Quantitative vs. Qualitative

Ready Teachers Analyze Assessment Tasks!

Ready Teachers:

- Connect the content in ways students can **internalize**
- Address students' needs and uses data to support **individual** learning needs
- Facilitates the lesson allowing students to **problem solve, reflect, and self assess** by using effective **student feedback**
- Create a culture where risks are encouraged and **students learn from success and failure**
- **Collaborate** with adults, takes risks as a learner, and builds leadership skills



- What assessments are aligned and working well in your building/district? Why are they working well? Teacher leadership? Your guidance? Instructional Coaching? Other?
- What assessment analysis practices are working well in your building/district? Why are they working well? Teacher leadership? Your guidance? Instructional Coaching? Other?
- How do you celebrate these practices and expand them?
- How do you support these practices to ensure student success?

Resources

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Videos:

["Man on Fire" Videos](#)

[Assessment Task Force Report](#)

