



Thurgood Marshall College Fund Teacher Quality & Retention Program CCSS Training #2

Facilitators: Joanna Schimizzi & Hallie Hundemer-Booth

A moment of silence



Cynthia Hurd, 54, branch manager for the Charleston County Library System

Susie Jackson, 87, longtime church member

Ethel Lance, 70, employee of Emanuel AME Church for 30 years

Rev. DePayne Middleton-Doctor, 49, admissions counselor of Southern Wesleyan University

The Honorable Rev. Clementa Pinckney, 41, state senator, Reverend of Emanuel AME Church

Tywanza Sanders, 26, earned business administration degree from Allen University

Rev. Daniel Simmons Sr., 74, retired pastor (died at MUSC)

Rev. Sharonda Singleton, 45, track coach at Goose Creek High School

Myra Thompson, 59, church member

Questions from yesterday

- In your table group, brainstorm three questions that you have from yesterday (10 minutes)
 - Question Formulation Technique
 - Instructional Practice Guides
 - Learning Targets
 - Cognitive Rigor Matrix
- Choose one question that you want to ask out loud today
- Have someone else Tweet or post in Today's meet the other two



The 5 Keys to Quality Assessment

Identify the Purpose

Clarify the Targets

Use a Sound Design

Provide Effective Feedback

Involve Students



Assessment

Assessment **for** Learning

Assessment **of** Learning



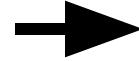
Shifts in Assessment

From assessing to learn what students do not know



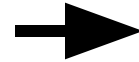
To assessing to learn what students understand

From using results to calculate grades



To using results to inform instruction

From end-of-term assessments by teachers



To students engaged in ongoing assessment of their work and others

From judgmental feedback that may harm student motivation



To descriptive feedback that empowers and motivates students



Pre-reading Reflection

Standing meeting:

In your **CONTENT** group: Create groups of 3-4

- Divide the chart paper into 4 squares
- Write your subject on the top of the paper
- Write your single sentence (direct quote) onto the paper for each partner

In your small group discuss common themes/statements



Pre-reading Reflection

- Hang your group's chart paper on the wall:
- Gallery walk through the other groups' chart paper
- Note-take (in Today's Meet) <http://today.io/12z4D>
 - What are the common statements you see along the way? Be ready to discuss.



Five Strategies for Formative Assessment

1. Clarifying and sharing learning targets and criteria for success

Purpose: getting the students to really understand what their classroom experience will be and how their success will be measured.

Be sure to: share with students examples of strong and weak work



Five Strategies for Formative Assessment

2. Engineering effective discussion, questions, activities, and tasks that elicit evidence of learning from multiple intelligences

Purpose: developing differentiated effective classroom instructional strategies that allow for the measurement of success.



Five Strategies for Formative Assessment

3. Providing feedback that moves students forward

Purpose: working with students to provide them the information they need to better understand problems and solutions.

Be sure to: Provide descriptive feedback and help students to self-assess and set goals.



Five Strategies for Formative Assessment

4. Activating students as instructional resources for one another

Purpose: Getting students involved with each other in discussions and working groups can help improve student learning.

Be sure to: design lessons to focus on one aspect of quality at a time.
Teach students “focused revision”



Five Strategies for Formative Assessment

5. Activating students as owners of their own learning

Purpose: students need guidelines and opportunities to learn and engage in self-assessment.

Be sure to: Engage students in self-reflection and let them document and share their learning.



Formative Assessment

Each chart paper around the room has a statement about formative assessment:

- You are to rotate from poster to poster and **either** add a comment about that finishes the statement about formative assessment **or** builds on another teacher's point.
- You may STAR another student's comment as long as you make a comment to their statement.



Break



WHERE EDUCATION PAYS OFF®

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*.

_____ Good job!

_____ Sloppy work

_____ How did you reach that conclusion? Where's your data

_____ Proficient

_____ ☺

_____ Your calculations are accurate. Take another look at appropriate units for density.

_____ C-

_____ Excellent!

_____ You need to try harder next time. You can do it!

_____ The students at station two are ready for the lab, they have their books cleared and their safety glasses on.

_____ ★

_____ You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.

_____ 81%

Descriptive vs Evaluative Feedback

- What is Descriptive Feedback?
What is the purpose?
- What is Evaluative Feedback?
What is the purpose?



Evaluative Feedback

Evaluative feedback sums up achievement and assigns a label. It expresses a judgment.

- Grades—A, B, C, D, F
- Letters—P for *proficient*, D for *developing*, B for *beginning*
- Numbers—4 for *exceeds standard*, 3 for *meets standard*, 2 for *approaching standard*, 1 for *does not meet standard*
- Words—Excellent, Good, Fair, Poor
- Other symbols—smiley faces, stars, pluses, checks, minuses, etc.
- Written comments—good work, needs work
- Stickers—Great Job! Awesome! Super!

Feedback that expresses approval or disapproval about the achievement or the student also falls into the category of evaluative feedback.

We often assign evaluative feedback to all work, even that which is for practice. Not only is this not necessary, it is in many instances counterproductive.

Descriptive Feedback

Descriptive feedback offers information about the work, product, or performance relative to the intended learning. *Effective* descriptive feedback has the following characteristics:

- Is value neutral—avoids praise or blame
- Focuses on the intended learning
- Shows where the work is right or wrong and why
- Pinpoints strengths and identifies areas for improvement in terms of the intended learning
- Takes into account the amount of corrective information the learner can act on at one time
- Models the kind of thinking students will engage in when they self-assess
- Can be used by students to take action to improve
- Does not cause the learner to shut down

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*.

_____ Good job!

_____ Sloppy work

_____ How did you reach that conclusion? Where's your data

_____ Proficient

_____ ☺

_____ Your calculations are accurate. Take another look at appropriate units for density.

_____ C-

_____ Excellent!

_____ You need to try harder next time. You can do it!

_____ The students at station two are ready for the lab, they have their books cleared and their safety glasses on.

_____ ★

_____ You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.

_____ 81%

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*.

E Good job!

E Sloppy work

D How did you reach that conclusion? Where's your data?

E Proficient

E ☺

D Your calculations are accurate. Take another look at appropriate units for density.

E C-

E Excellent!

E You need to try harder next time. You can do it!

D The students at station two are ready for the lab, they have their books cleared and their safety glasses on.

E ★

X You need to label the x-axis, include units with your label, choose an appropriate scale, show the points you plotted, and give the graph a title.

E or D 81%

Classroom Formative Assessment

<http://www.benchfly.com/video/2505/podcast-2/>

- While watching the video please note-take on your own about the formative assessment points for **both** the teachers **and** the students
- Refer to the Formative assessment reflection for Danielson Framework /or script
- As you watch the video, please provide evidence of the teacher's connection to the formative assessment process
- Be ready for discussion after the video process



Dylan Williams Formative Assessment as it relates to Danielson Framework

Observer Checklist: 5 Key Strategies for Effective Formative Assessment

Teacher: _____ Observer: _____ Date: _____
 District/School/Building: _____ Course/Class: _____ Time In/Out: _____

Teacher Actions (with References to the Danielson Framework)	Evidence
The teacher clarifies for students the learning outcomes and criteria for success. Outcomes represent high expectations for all students. The teacher encourages students to set their own goals. The teacher communicates the importance of learning. (1c, 1f, 2b, 3a, 3c, 4a)	
The teacher engineers effective questions that elicit evidence of learning and provides feedback to move learners forward. Questions are thought-provoking and require students to use higher-order thinking skills. The teacher asks open-ended questions, inviting students to think of multiple solution paths. The teacher uses wait time strategically. Feedback to students in specific and timely. (1a, 1e, 3b, 3d)	
The teacher utilizes cognitively engaging activities that provide students opportunities for higher-level thinking. Learning tasks have multiple correct responses and solution paths. The teacher provides a variety of appropriately challenging resources that are differentiated based on students' needs. The teacher fosters an environment in which students are actively engaged in a productive struggle. (1e, 2c, 3c)	
The teacher uses formative assessment strategies to determine students' understanding and adjust instruction to meet students' immediate learning needs. Formative assessment is ongoing and strategic. Lesson plans indicate adjustments based on formative assessment data. The teacher accurately assesses the effectiveness of instructional activities. (1b, 1f, 3d, 3e, 4a, 4b)	
The teacher fosters a learning environment in which students are instructional resources for each other. Instructional student groups are organized thoughtfully to maximize learning and build on student strengths. The teacher encourages students to take the initiative to ensure group work is productive. The teacher invites students to explain their thinking to the class and then respectively critique each other's reasoning. (1e, 2a, 2c, 3a, 3b, 3c)	

Additional Comments:



Blogs that might help clarify

- <http://www.nwea.org/blog/2012/teacher-professional-development-one-big-idea-and-five-core-strategies/>
- <http://www.nwea.org/blog/2013/dylan-wiliam-unpacking-formative-assessment/>



How does this fit into your classroom

- Please respond to the Today's Meet
 - <http://today.io/12z4D>
- Share how this thinking of formative assessment could change your instruction/interaction
- Be ready to share out when called on.



Taking ASSESSMENT back to the standards

Which word or phrase from the IPG indicators below best represents the connection to **ASSESSMENT**?

pollev.com/indybio

Instructional Practice Guides

- 2D - Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.
- 3C - The teacher encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle.
 - Students persevere in solving problems in the face of initial difficulty.



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

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	<ul style="list-style-type: none"> Recall, observe, & recognize facts, principles, properties Recall/ identify conversions among representations or numbers (e.g., customary and metric measures) 			
Understand Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> Evaluate an expression Locate points on a grid or number on number line Solve a one-step problem Represent math relationships in words, pictures, or symbols Read, write, compare decimals in scientific notation 	<ul style="list-style-type: none"> Specify and explain relationships (e.g., non-examples/examples; cause-effect) Make and record observations Explain steps followed Summarize results or concepts Make basic inferences or logical predictions from data/observations Use models /diagrams to represent or explain mathematical concepts Make and explain estimates 	<ul style="list-style-type: none"> Use concepts to solve <u>non-routine</u> problems Explain, generalize, or connect ideas <u>using supporting evidence</u> Make <u>and justify</u> conjectures Explain thinking when more than one response is possible Explain phenomena in terms of concepts 	<ul style="list-style-type: none"> Relate mathematical or scientific concepts to other content areas, other domains, or other concepts Develop generalizations of the results obtained and the strategies used (from investigation or readings) 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	<ul style="list-style-type: none"> Follow simple procedures (recipe-type directions) Calculate, measure, apply a rule (e.g., rounding) Apply algorithm or formula (e.g., area, perimeter) Solve linear equations Make conversions among representations or numbers, or within and between customary and metric measures 	<ul style="list-style-type: none"> Select a procedure according to criteria and perform it Solve routine problem applying multiple concepts or decision points Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table) Construct models given criteria 	<ul style="list-style-type: none"> Design investigation for a specific purpose or research question Conduct a designed investigation Use concepts to solve non-routine problems <u>Use & show reasoning, planning, and evidence</u> Translate between problem & symbolic notation when not a direct translation 	<ul style="list-style-type: none"> Select or devise approach among many alternatives to solve a problem Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results
Analyze Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> Retrieve information from a table or graph to answer a question Identify whether specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram) Identify a pattern/trend 	<ul style="list-style-type: none"> Categorize, classify materials, data, figures based on characteristics Organize or order data Compare/ contrast figures or data Select appropriate graph and organize & display data Interpret data from a simple graph Extend a pattern 	<ul style="list-style-type: none"> Compare information within or across data sets or texts Analyze and <u>draw conclusions from data, citing evidence</u> Generalize a pattern Interpret data from complex graph Analyze similarities/differences between procedures or solutions 	<ul style="list-style-type: none"> Analyze multiple sources of evidence analyze complex/abstract themes Gather, analyze, and evaluate information
Evaluate Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <u>Cite evidence and develop a logical argument</u> for concepts or solutions Describe, compare, and contrast solution methods <u>Verify reasonableness of results</u> 	<ul style="list-style-type: none"> Gather, analyze, & evaluate information to draw conclusions Apply understanding in a novel way, provide argument or justification for the application
Create Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> Brainstorm ideas, concepts, or perspectives related to a topic 	<ul style="list-style-type: none"> Generate conjectures or hypotheses based on observations or prior knowledge and experience 	<ul style="list-style-type: none"> Synthesize information within one data set, source, or text Formulate an original problem given a situation Develop a scientific/mathematical model for a complex situation 	<ul style="list-style-type: none"> Synthesize information across multiple sources or texts Design a mathematical model to inform and solve a practical or abstract situation

How can you use the CRM to create meaningful assessment questions?

POST-it --
write your
thoughts on
the Post-it

- 1) Compare your Post-it to a partner at another desk,
- 2) Tweet a picture with a caption



How can you use the CRM to create meaningful assessment questions?

- Start first with your standard
- Deconstruct and scaffold your standard to measure different levels of mastery
- Remember, wrong answers mean something!
- Use varied formats for varied learners

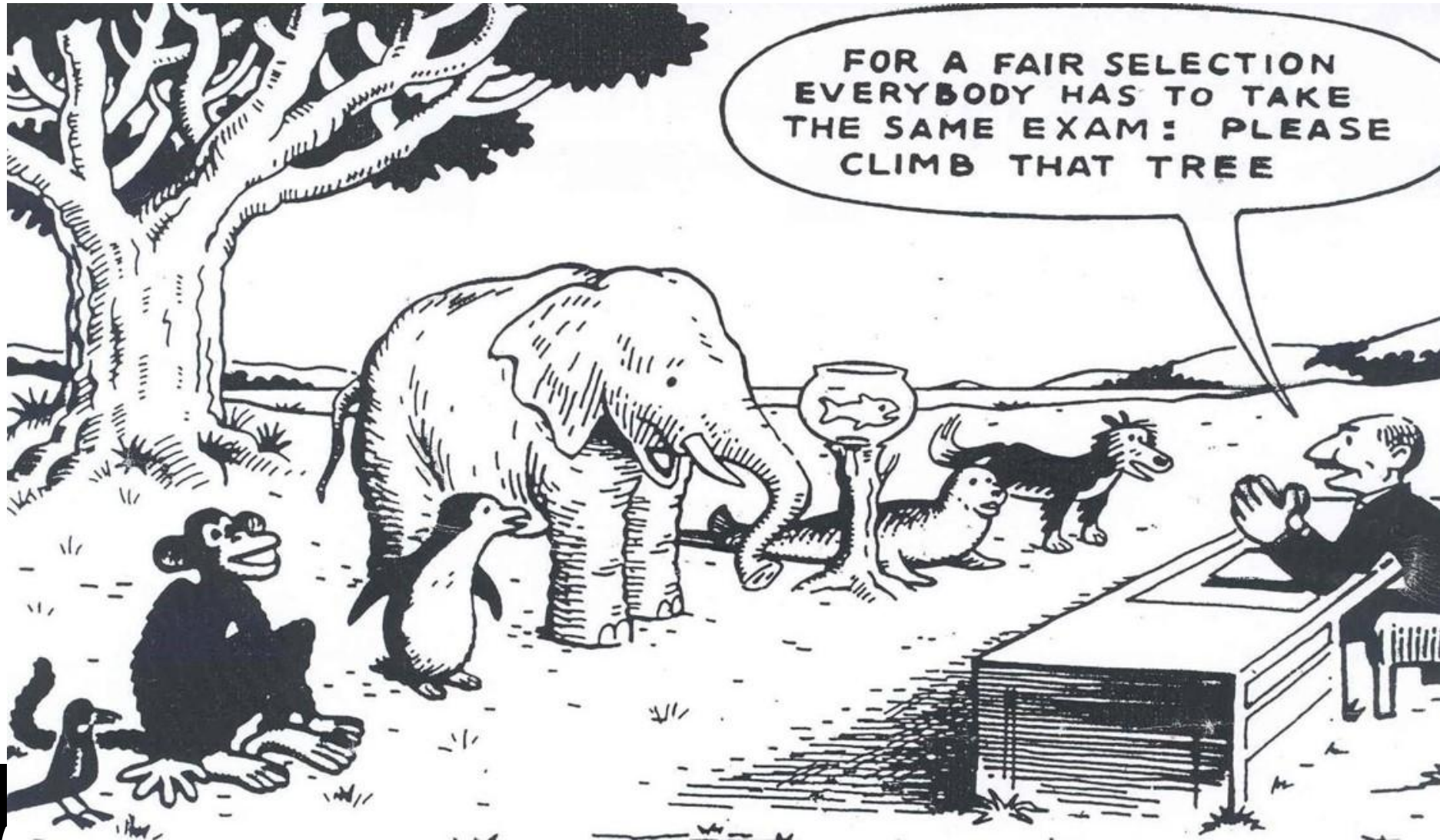


Examine an example

- 1) Find a science friend... make groups of 5 or less.
- 2) Identify the levels of the Cognitive Rigor Matrix for each question.
- 3) How would you modify this example?



Summative Assessments



Examine an example of a summative

- 1) APPLY: Read and discuss your assigned question with your group.
 - a) Levels on the Cognitive Rigor Matrix
 - b) other thoughts

- 2) ANALYZE: Chunk yourself into groups that have a #9, #10, #12, #13 to compare questions.



Examine an example of a summative

- EVALUATE -- How can you use the SBAC model to develop classroom assessments?
- Go to http://padlet.com/jschimizzi/SBAC_model to post your thoughts.



Takeaways

- Tweet time
 - Use Twitter to share out
 - one amazing thing you heard today
 - mention at least one other participant in your Tweet
 - Use the #TQRP
 - Reply to one other participant





Joanna Schimizzi

Student Achievement Partners

jschimizzi@gmail.com

Hallie Hundemer-Booth

Student Achievement Partners

halliehundemerbooth@gmail.com