Oklahoma State Department of Education Principal's Academy

February 21st 2013

International Center for Leadership in Education

Day 2 Agenda

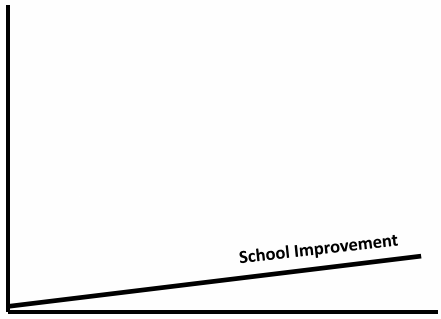
8:30 – 8:45	OSDE Comments
8:45 – 10:30	Assessment
10:30 – 10:45	Break
10:45 – 11:30	Collaborative Instructional Review (CIR)
11:30 – 1:00	LUNCH
1:00 – 4:00	CIR Continued

Assessment

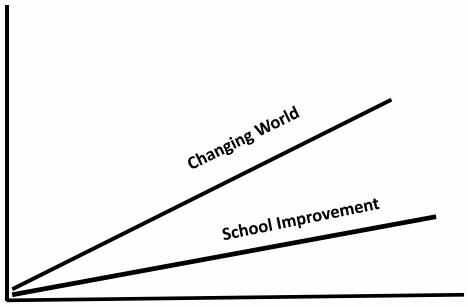
Where are we now and where are we going?

The primary aim of education is not to enable students to do well *in* school, but to help them do well in the lives they lead *outside* of school.

Schools are Improving



Schools are Improving



Achievement Gap

- 4 in 10 fourth grade students read 'below basic' - NAEP
- Average African-American and Hispanic 12th grade student reads and computes at the same level of the White 8th grade student - Ed Trust
- Less than 20% of age cohort earn college degree by age 25 - NGA
- US students rank 24th of 29 countries in math achievement - PISA

COMMON CORE
STATE STANDARDS INITIATIVE
PREPARING AMERICA'S STUDENTS FOR COLLEGE & CAREER

CCSS/Goals

1. **All students college and career ready in literacy and mathematics no later than end of high school**
2. **Encourage a highly literate population of learners, able to think critically and responsibly.**
1. **Become responsible citizens of the world.**

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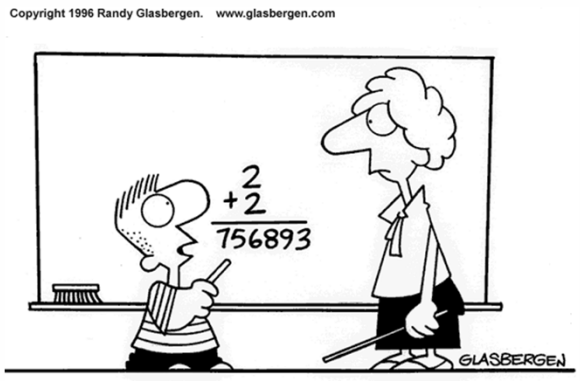

"In an increasingly complex world, sometimes old questions require new answers."

Next Generation Assessments

Through-course and Summative assessments using online computer adaptive technologies

- Efficiently provide **accurate measurement** of all students, across the spectrum of knowledge and skills
- Incorporate **performance tasks** and events
- Will **assess full range of CCSS** in English language arts and mathematics
- Describe both **current achievement** <u>**and**</u> **growth across time**, showing progress toward college- and career-readiness
- Scores can be reliably used for **state-to-state comparability**, with **standards set against research-based benchmarks**
- The **option of giving the summative tests twice a year.**
- More rigorous tests measuring student progress toward **"college and career readiness"**

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"Education ceases to be learning when the 3 R's are read, remember, and regurgitate."

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Assessment

Where are we now and where are we going?

PARCC Partnership for Assessment of Readiness for College and Careers

www.parcconline.org

PARCC GOAL

Building collective capacity to dramatically increase the rates at which students graduate from high school prepared for success in college and the workplace.

Create High Quality Assessments

The PARCC assessments will allow us to make important claims about students' knowledge and skills.

In English Language Arts/Literacy, whether students:

- Can Read and Comprehend Complex Literary and Informational Text
- Can Write Effectively When Analyzing Text
- Have attained overall proficiency in ELA/literacy

In Mathematics, whether students:

- Have mastered knowledge and skills in highlighted domains (e.g. domain of highest importance for a particular grade level – number/ fractions in grade 4; proportional reasoning and ratios in grade 6)
- Have attained overall proficiency in mathematics

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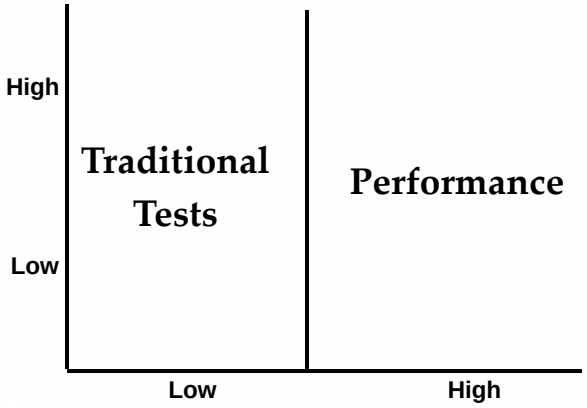
Rigor/Relevance Framework



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"Traditional" Assessment Practices

- Generally encourage rote/ superficial learning
- Can predict students results on external tests, but provides little information about students' learning needs
- Focus on quantity, rather than quality, of work
- Over-emphasize grading, under-emphasize learning

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OCCT Assessment Gr 3 Math

2 **Dan noticed a pattern between the number of boxes and the number of pencils.** 522438_2

Number of Boxes	Pencils
1	10
3	30
5	50

If the pattern continues, how many pencils would there be in 7 boxes?

- A 80
- B 70
- C 60
- D 40

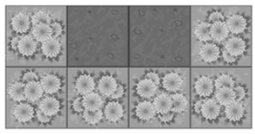
PARCC Assessment Gr 3 Math part A

Flower gardens (grade 3)

◀ About the task CCSSM Alignment **Part a** Part b Part c Scoring ▶

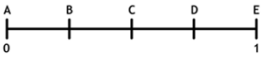
The picture shows Mark's flower garden.

Fill in the blank to make a fraction that represents the part of Mark's garden that is covered with flowers.



$\frac{6}{\square}$

Which letter represents this fraction's location on the number line?



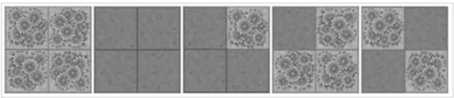
Your answer: ☐

PARCC Assessment Gr 3 Math part B

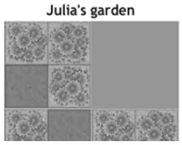
Julia is planting flowers. She wants to cover 3/4 of the garden with flowers.

Drag a tile onto Julia's garden that will finish covering 3/4 of her garden with flowers.

Possible tiles:



Julia's garden

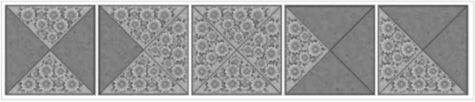


PARCC Assessment Gr 3 Math part C

Julia wants to plant flowers in a second garden, but she has not started yet.

Drag a ***different*** tile to each part of Julia's garden so that 1/2 of her garden is covered with flowers.

Possible tiles:



Julia's garden

OCCT Assessment Gr 7 Reading

<u>The Guest</u> by Uma Krishnaswami

1 **In paragraph 5, the word <u>shabbiest</u> means the same as** 529163_4

- **A** baggiest.
- **B** warmest.
- **C** best fitting.
- **D** most ragged.

2 **Which sentence uses words that show an action being repeated?** 529280_4

- **A** When he spoke, people listened.
- **B** One day a rich man invited the Mullah to a feast at his house.
- **C** On his feet, Mullah Nasreddin slipped a pair of ragged sandals.
- **D** Once again, the servant opened it.

PARCC Assessment Gr 7 ELA

Part A Question: Below are three claims that one could make based on the article "Earhart's Final Resting Place Believed Found."

Claims	Earhart and Noonan lived as castaways on Nikumaroro Island.
	Earhart and Noonan's plane crashed into the Pacific Ocean.
	People don't really know where Earhart and Noonan died.

Highlight the claim that is supported by the most relevant and sufficient evidence within "Earhart's Final Resting Place Believed Found."

Part B Question:
Click on two facts within the article that best provide evidence to support the claim selected in Part A.

EOI Assessment Alg 1

2 **It takes Rebecca 20 minutes to ride her skateboard to school at 5 miles per hour. Following the same route, how long would it take her to walk to school at 2 miles per hour?**

F 8 minutes
G 23 minutes
H 28 minutes
J 50 minutes

3 **Which expression is the simplified form of $\frac{\sqrt{3}+\sqrt{2}}{\sqrt{3}}$?**

A $1+\frac{\sqrt{2}}{3}$
B $1+\frac{\sqrt{6}}{3}$
C $1+\sqrt{2}$
D $1+\sqrt{6}$

PARCC Assessment HS

Transforming Graphs of Quadradic Functions Part A

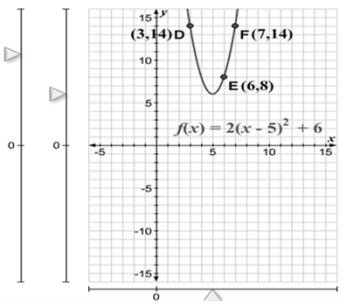
The graph of the quadratic function $f(x) = 2(x-5)^2 + 6$ is shown.

A new function, $p(x)$, is created from the existing function, such that $p(x) = -f(x)$. You may use the coordinate plane and the sliders to show the graph of the new function if you would like. The graph will not be scored.

Fill in the blanks to give the coordinates of points D', E', and F' that lie on the graph of the new function $p(x)$ and that are the images of points D, E, and F that lie on the graph of $f(x)$.

D'(,)
E'(,)
F'(,)

Submit Answer



PARCC Assessment HS

Transforming Graphs of Quadradic Functions Part B

Write your answers to the following problem in your answer booklet.

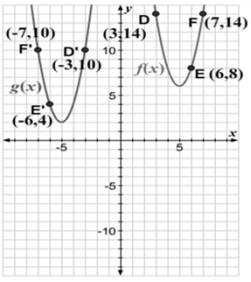
The graph of the quadratic function $f(x) = 2(x-5)^2 + 6$ is shown.

The graph of a new function, $g(x)$, is obtained by applying a congruence transformation to the graph of $f(x)$, which takes the points D, E, and F to the points D', E', and F', respectively.

a. Describe a sequence of congruence transformations that gives the graph of the new function $g(x)$.

b. Write an equation for $g(x)$.

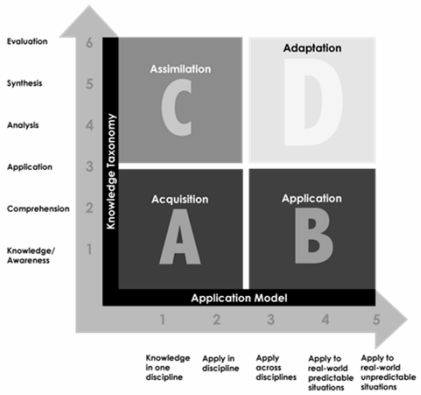
c. Compare your equation for $g(x)$ to the equation of the original function, $f(x)$. How do the differences in the equations reveal the transformations you described in part (a)?

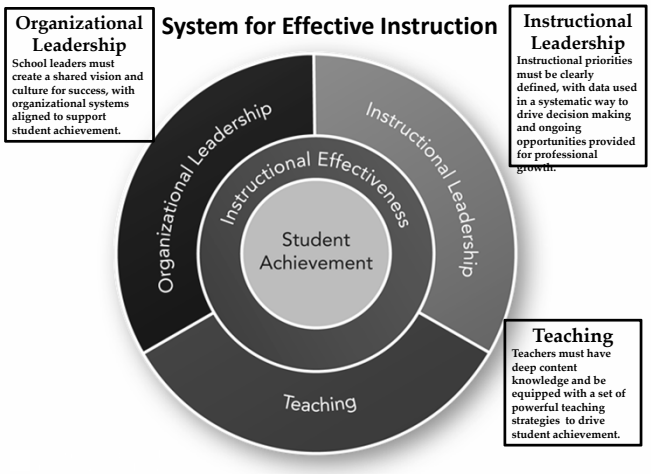


What does Assessment look like in my setting? *Take 2 minutes*

Assessment Handout #5

Rigor/Relevance Framework®





R/R and Assessment

Today's Reality

Quad A

Suggestions.....

- **Determine the level of Rigor and Relevance on state tests.**
- **Develop your tests to parallel state tests when preparing for them.**
- **Use performance assessment when you want Quadrant D achievement**
- **Keep level of assessment consistent with expectation for performance.**
- **Let students know assessment in advance**

Table Talk

"The most powerful single moderator that enhances achievement is feedback"

John Hattie. University of Auckland. 1999 Inaugural Professorial Lecture

Assessment

- Summative/Formative
- Value of Feedback
- Questions
- Formative Assessment – *frequent measures of student learning as part of the instructional process*
- Performance Task

Summative/Formative

- Provide critical information to teacher and student regarding performance and growth
  - What is understood
  - What is yet to be understood
- Interpretation of findings and timing determine whether formative or summative ***It is not the tool itself***
  - Formative: interpretation leads to changing the program of learning
  - Summative: interpretation leads to a a statement about the learning that has occurred
- All assessments need to be of high rigor and relevance
- The quality of the assessment is a reflection of;
  - The expectations for learning
  - The quality of learning

John Hattie, Formative & Summative Interpretations of Assessment Information, 1/2003

Primary Assessments
Rigor/Relevance Framework

KNOWLEDGE ↑ / APPLICATION →		
	Extended Response Product Performance	Portfolio Product Performance Interview Self Reflection
	Multiple Choice Constructed Response	Process Performance Product Performance

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Influences on student learning

John Hattie 1999-2009 – research from 180,000 studies covering almost every method of innovation

	Effect Size
Feedback	0.73
Teacher-Student Relationships	0.72
Mastery Learning	0.58
Challenge of Goals	0.56
Peer Tutoring	0.55
Expectations	0.43
Homework	0.29
Aims & Policies of the School	0.24
Ability Grouping	0.12

Meta-analysis & effect size

- The vast majority of innovations or educational strategies can be said to "work" because they can be shown to have a positive effect.
- But a student left to work on his own, with the laziest supply teacher, would be likely to show improvement over a year.
- In 1976 Gene Glass introduced the notion of meta-analysis – whereby the effects of each study are converted to a common measure or **effect size.**
- An effect size of 1.0 would improve the rate of learning by 50% and would mean that, on average, students receiving that treatment would exceed 84% of students not receiving that treatment.
- **At least half of all students can and do achieve an effect size of 0.4 in a year (the hinge point), so anything with an effect size of over 0.4 is likely to be having a visible effect.**

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"The most powerful single influence enhancing achievement is feedback"

- Quality feedback is needed, not more feedback
- Much of the feedback provided by the teacher to the student is not valued and not acted on
- Oral feedback is much more effective than written
- The most powerful feedback is provided **from the student to the teacher**

When teachers seek, or at least are open to feedback from students as to;

what students know

what they understand

where they make errors

when they have misconceptions

and when they are not engaged

Then teaching and learning can be syncronized and powerful

John Hattie

The Art of Teaching

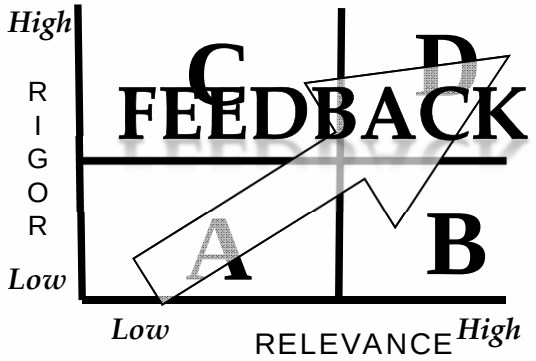
"…the act of teaching reaches its epitome of success after the lesson has been structured, after the content has been delivered and after the classroom has been organized.

The art of teaching, and its major successes, relate to ***"what happens next"*** – the manner in which the teacher reacts to how the student interprets, accommodates, rejects and/or reinvents the content and skills, how the student relates and applies the content to other tasks, and how the student reacts in light of success and failure apropos the content and methods that the teacher taught. "

FEEDBACK

WHAT HAPPENS NEXT?

Increasing Rigor/Relevance



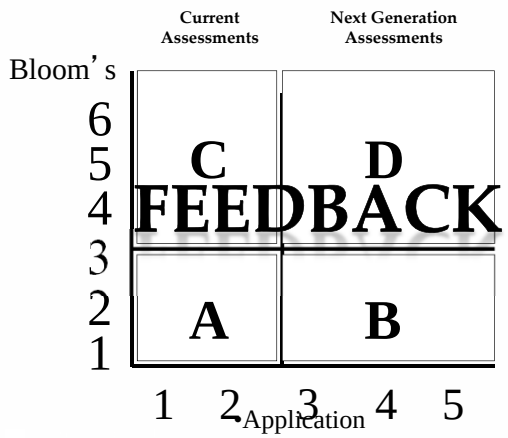


Table Talk

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QUESTIONING

Questioning

Higher level questioning promotes higher level thinking

- Quad D Questions Handout #1
- Student Questioning
- Text Dependent Questions

Open-ended, Quad D questions

- Defend your answer
- What is another way to explain this?
- Do you agree/disagree? Why?
- How do you know?
- What is another example?
- Please tell us one use for…
- How could you represent this information in another way?
- Who would disagree and why?
- What does that number represent?
- If you could ask a question, what would it be?
- What's still confusing you?
- What do you now understand so well, you could teach it to someone else?
- What makes you say that?

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Kicking it up a notch... Student Generated Questions

Having **students generate questions** at different points during a lesson can accomplish three things:

- engages
- helps to process at high levels
- **shows evidence of understanding**

Student Generated Questions

- It takes a higher level of rigor to create questions than to answer them
- Provide opportunities in lessons for students to create meaningful and rigorous questions
- Help students to learn about different levels of questions

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Dylla's Jeapordy

- Social Studies Large Units
- Students develop questions based on Unit
- Two teams – all questions game to all, expectation of high standard. Participants gain points for strong questions
- Winning team = bonus points

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Text Dependent Questions

SHIFT IN THINKING

EVIDENCE ⇄ **POINT OF VIEW and INTERPRETATIONS**

Focusing on the Text for Understanding

From…	To…
How does Douglass feel about moving to Baltimore? Describe a time you moved or visited someplace new.	Summarize Douglass's view on the role of education. Provide examples from different periods in Douglass's life to show how he conveys this view.

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Why Text-Dependent Questions and Tasks Matter

To be prepared for college and career, students need to be able to:

- Demonstrate comprehension, make inferences that follow what is stated, and build content knowledge from the text
- Answer questions that require careful reading and textual evidence to support inferential thinking and critique
- Set and adjust a purpose for reading based on the stated task

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Guiding Students to Ask Text-Dependent Questions

Benefits	Strategies/Scaffolds
Teaches students how to ask for clarification Encourages a closer look at the text Supports students in questioning text Builds academic language	Provide frames or starters. • Could you clarify the part of the text that says _____? • Could you explain the task again? • What do you mean by _____? Allow questioning in pairs/small groups to build confidence. Provide multiple opportunities to practice questioning.

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FORMATIVE ASSESSMENT

Formative Assessment

- Provides specific information regarding what is known and can be applied
- Compares student performance to clear standards NOT to other students
- Is honest and authentic
- Is timely
- Built on high expectations for learning
- Gleaned information is shared

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"Formative Assessment is a process not a specific type of "test"."

Robert Marzano

What it does for students

- Increases Engagement
- Promotes Understanding of Learning Goals
- Helps Learners Know How to Improve
- Develops the Capacity for Self-Assessment
- Makes Learning a Process
- Focuses on How Students Learn

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Popular Assessment Tools

Before	During	After

Popular Assessment Tools

Before	During	After
Written Pre-test KWL Journaling Surveys Inventories Interviews and conferencing		

Popular Assessment Tools

Before	During	After
Written Pre-test KWL Journaling Surveys Inventories Interviews and conferencing	Journaling Learning Board Teacher-made tests Portfolios Checklists Rubric Effective questions	

Popular Assessment Tools

Before	During	After
Written Pre-test KWL Journaling Surveys Inventories Interviews and conferencing	Journaling Learning Board Teacher-made tests Portfolios Checklists Rubric Effective questions	Carousel Charts Table Pass Journaling Post Tests Portfolio Conferences

Formative Assessment

- Table Talk
- Design It
- Four Corners
- Solve It
- Laundry Day

Formative Assessmenmt Laundry Day!

Clean up what is not understood

Understand the basics, but need more information and learning
✓Investigation

Tidal wave of knowledge will drown them
✓Comprehensive review

Confidence in knowledge
✓Enrichment

Confident they will pass, have a few remaining questions
✓Review

Ways to Get Students Involved

- Help to define the criteria
- Monitor their own progress
- Self Assess before feedback
- Peer Reviews

Use the opportunity to give and receive feedback

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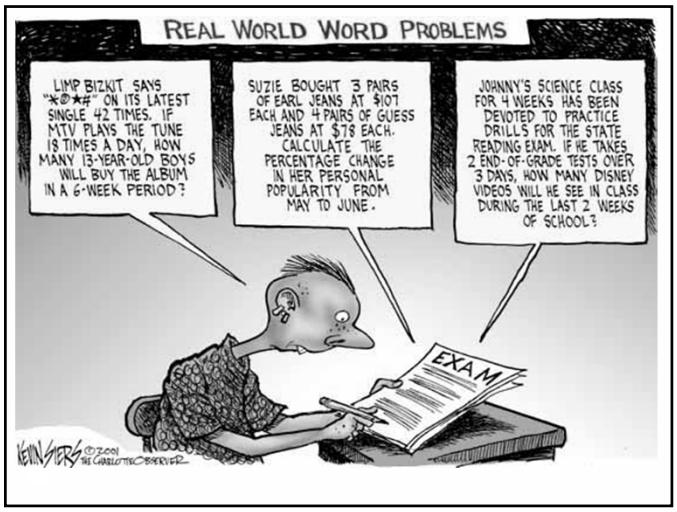
Performance Tasks



Performance Task

- Description of how student demonstrates learning
  - Understanding
  - Knowledge
  - Skills
- Designate expected evidence
  - Product Performance or Extended Writing
- Requires rigorous thinking and relevant application
  - Real World
  - Unpredictable

Creating a Student Performance Teacher Planning

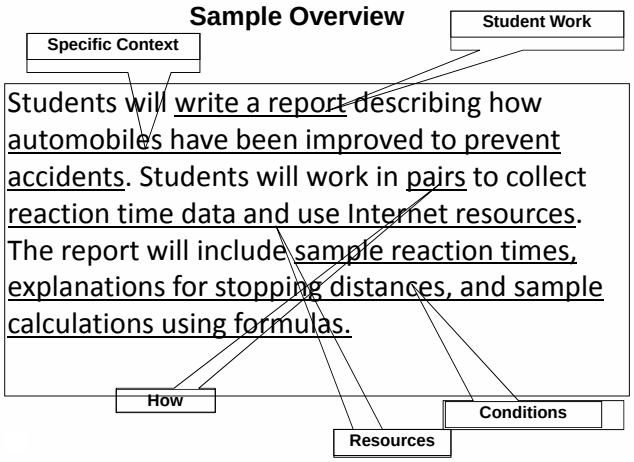
Step One: What are students expected to learn; knowledge, skills, behaviors & concepts

Step Two: What is the expected student work. What is level of rigor and relevance

Step Three: What is the presentation of information

Step Four: What is the performance task that describes how students will demonstrate learning

Sample Overview



Performance Task Examples
Fifth Grade

Students will work in pairs to create a children's book explaining bullying. Students must list characteristics of a bully, what can a bully victim do to avoid a bully, and describe 4 different ways someone can be bullied, based on the book, "What Now?". Students must draw what a bully free school looks like.

- Student Work
- Specific Context
- How (individual/group)
- Resources
- Conditions

Ninth Grade Mathematics
Sample Performance Task

Working independently, students will design a poster of a circle graph on the topic of "Healthy Snacks in Snack Machines" based a survey of at least 100 students regarding which snacks they prefer. Using data and graph, students will make recommendations to the principal about which snacks should be put into school machines.

- Student Work
- Specific Context
- How (individual/group)
- Resources
- Conditions

Making the Claim

- Read an example of case-making material related to the Genetically Modified food debate.
- Take the position of the author of the article, attending to important distinctions your author makes.
- Create a presentation of your analysis, presenting the opinion of the author.
- Read and view different examples of case-making materials related to the Genetically Modified food debate.
- Take a position and cite specific textual evidence from your sources, attending to important distinctions each author makes and to any gaps or inconsistencies in the account.
- Defend your conclusion from counter-claims.
- Create a presentation of your analysis that highlights key evidence and your strongest claims.

Making the Claim

Read and view different examples of case-making materials related to the Genetically Modified food debate. Take a position and cite specific textual evidence from your sources, attending to important distinctions each author makes and to any gaps or inconsistencies in the account. Defend your conclusion from counter-claims. Create a presentation of your analysis that highlights key evidence and your strongest claims.

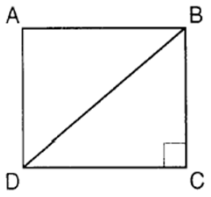
- Student Work
- Specific Context
- How (individual/group)
- Resources
- Conditions

Take it from **A** to **D**

A

Math Question

12 In the accompanying diagram, $ABCD$ is a rectangle. If $DB = 10$ and $DC = 8$, find BC.

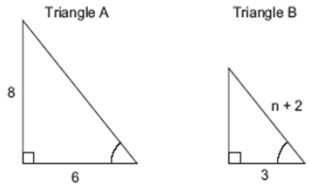


•www.leadered.com

C

Math Question

30 In the accompanying diagram, triangle A is similar to triangle B. Find the value of n.



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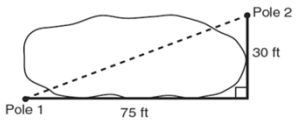
B

Math Question

8 The NuFone Communications Company must run a telephone line between two poles at opposite ends of a lake, as shown in the accompanying diagram. The length and width of the lake are 75 feet and 30 feet, respectively.



What is the distance between the two poles, to the *nearest foot*?

(1) 105 (3) 69
(2) 81 (4) 45

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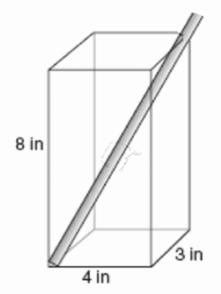
Math Question

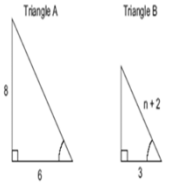
D

You are a product engineer for a new juice box. The box should shaped like the picture. Your job is to determine the length of the straw so it will extend beyond the box by 1/2". How long should the straw be?

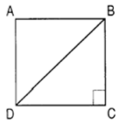
Explain your process and justify your reasoning.



30 In the accompanying diagram, triangle *A* is similar to triangle *B*. Find the value of *n*.



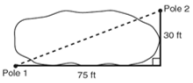
12 In the accompanying diagram, *ABCD* is a rectangle. If *DB* = 10 and *DC* = 8, find *BC*.



You are a product engineer for a new juice box. The box should shaped like the picture. Your job is to determine the length of the straw so it will extend beyond the box by 1/2". How long should the straw be?

Explain your process and justify your reasoning.

8 The NuFone Communications Company must run a telephone line between two poles at opposite ends of a lake, as shown in the accompanying diagram. The length and width of the lake are 75 feet and 30 feet, respectively.



What is the distance between the two poles, to the *nearest foot*?

(1) 105 (3) 69
(2) 81 (4) 45

Assessment Challenge

BUMP IT UP

84

Assessment Bump it Up!

- Divide a piece of paper in 4 quadrants
- Label each quadrant;

  Upper Left – C Upper Right - D

  Lower Left – A Lower Right – B
- Agree on a quadrant A assessment question of your choice *Handout #3*

Assessment Bump it Up!

- Write your Quad A assessment question in the Quad A box
- Elevate it to a Quad C assessment question and record in Quad C Box
- Elevate it again to a Quad B assessment question/activity and record in the Quad B Box
- Elevate it one more time to a Quad D Performance Task and record in Quad D Box

Assessment Summary

- Feedback has the greatest impact on student learning
- Summative and Formative Assessments serve different purposes and are equally critical
- Performance Tasks provide Quad D learning opportunities and will prepare students for the Next Generation Assessments
- Questions?

Thank You!

BREAK!