LCI
learner-centered initiatives

Welcome!
Teaching is The Core
Assessment Design Professional Development

Facilitated by: Jennifer Borgioli
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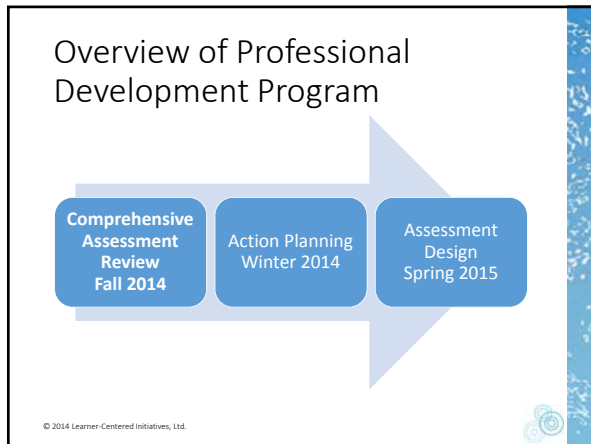www.lciltd.org

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Overview of the Grant

The primary purpose of the TiTC Grant is to improve the quality of local assessments that are currently in use, while simultaneously reducing the number of local assessments that are perceived not to inform instruction.

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Givens of this work:

- assessment of student learning is integral to instruction
- instructional objectives are best supported when students interact with multiple assessment strategies
- the amount of testing should be the minimum necessary to inform effective decision-making
- assessments should reflect our instructional priorities

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Overview of Professional Development Program

| Comprehensive Assessment Review Fall 2014 | Action Planning Winter 2014 | Assessment Design Spring 2015 |

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The grant's goals:

- determine which assessments support the instructional goals of the district;
- determine an appropriate action plan that will minimize unnecessary assessment and increase the use of diverse and quality assessment practices by developing or selecting new assessments if possible;
- use diversified assessment strategies, including a review of local assessments for all purposes, including annual professional performance review, APPR;
- establish a professional development program that will aid teachers in identifying high-quality assessments and improving assessment practices.
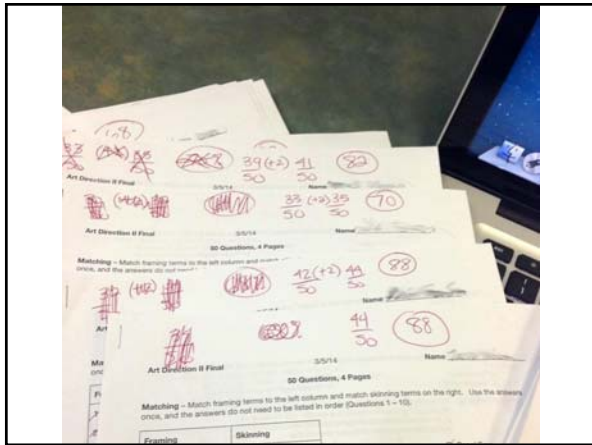
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Essential Question: Are we measuring what matters?

LCI Bias #1: The acts of documenting, assessing, and communicating learning do not require numbers.

But they do require a measure.

Assessment

• Definition: The strategic collection of **evidence** of student learning throughout the learning process. (Martin-Kniep, 2006)

Assessment: test
dogs: pitbull

• A thing and a process

Write the following words in alphabetical order
(the order they come in the alphabet)

A B C D E F G H I J K L M N O P Q R S T U V W X

apple   pumpkin   log   river   fox   pond

1. aelpp
2. ikmnppu
3. gb
4. eirrv
5. fox
6. dnop

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5. Sam can make 11 beaded necklaces in an hour. Sue can make 12 beaded necklaces in an hour. In one week Sam made necklaces for 6 hours and Sue made them for 3 hours. Who makes more bracelets in the week? Explain.

NOBODY was making bracelets

Quadrilaterals; Perimeter

Name hope

Name the quadrilateral.

rectangle   rhombus   parallelogram   square

1. BoB
2. Sam
3.
4. redison
5. Cate   hary

I have 4 right angles. _____ and _____

LCI Bias #2: Shifting from measuring what's easy to measure to measuring what matters represents a shift in how we think about capturing evidence of student learning.

Quantitative Evidence   Qualitative Evidence

Quantitative Measures
- "Traditional" tests or tasks
- Focus is on counting (7 items correct, 85% right)
- Teaching and learning stops
- Implications for teaching based on analysis of scores
- **Reliability requires multiple statistics, psychometrics**

Qualitative Measures
- "Performance-Based Assessments"
- Focus is on quality (rubrics; mastery, demonstration of skills)
- Assessment is outcome of learning
- Implications for teaching based on analysis of student work
- **Reliability requires IRR, anchored rubrics**

How much taller has the child gotten?

How has the child changed?

LCI Bias #3: Assessment is at its best when it is indistinguishable from the learning that is occurring.

HS Studio Art (Local Assessment)

Pre Assessment	Post Assessment
Problem: Cell phones are a distraction Create a visual to: 1. persuade students to put their cell phones down _**OR**_ 2. persuade adults why cell phones should be allowed. Seniors in Studio Art 2 will select 3 of the most persuasive visuals for both claims using student-designed rubric following unit on study on advertising and persuasion. They will be published on student council webpage _**OR**_ shared at	

Reflecting on what is

- As we consider each attribute of a quality assessment system, please:
  - use **one** color post it note to brainstorm steps you **may** take, **can** take, or **will** take in the future to address

  - Use a **different** color post it note to brainstorm steps you **have** taken, **are** taking, or **have taken** to address

Quantity: *Are we spending the "right" amount of time on assessment?*

- ❑When teaching and learning are interrupted for assessment, the evidence collected from students is useful, meaningful, trustworthy, and helps us measure what matters.
- ❑The amount of time we spend testing is reasonable given that the majority of assessments are indistinguishable from the learning that is occurring in our schools.

Alignment*: Are we capturing the evidence of learning that we want and intent to?*

- ❑The creation of documentation that allows us to consider the alignment between assessments and the identified learning targets (for example, test maps or blueprints) is systematic and routine.
- ❑When we compare the demands of the majority of assessments with the intended outcomes and standards, there is a strong connection to the intended targets.
- ❑Students routinely experience assessments in different settings of comparable difficulty and complexity, engaging with standards at increased levels of complexity as they move through grade levels.

Reliability: *Are we routinely ensuring that data generated by assessments are accurate and trustworthy?*

❑ Teachers can consistently make claims about the reliability of their assessments through the use of statistics, design protocols, "final eyes" feedback, and anchored rubrics.

❑ Protocols and structures that allow us to attend to measurement error are systematic and routine.

Impact on Instruction: *Is there a feedback loop between evidence of student learning and teachers' instructional decisions?*

❑ There are ongoing assessment moments within the system in which teachers can provide students with feedback that goes beyond a letter grade. Students have opportunities to receive written feedback about their strengths, weaknesses, and recommendations for next steps.

❑ There are ongoing assessment moments within the system in which teachers get sufficient information needed to group students, including those with identified learning differences, for future instruction based on their strengths and needs.

Authenticity: *Are we routinely asking students to do things that are worthwhile and interesting?*

❑ There are multiple assessment moments in which students are involved in plausible or realistic problems, tasks, or questions with audiences and purposes beyond the classroom.

❑ There are multiple assessment moments in which students are required to work both independently and cooperatively to research or give feedback.

Thinking Demands: *Are we routinely using a <u>thinking demands taxonomy</u> to assess the degree to which we ask students to engage in deep thinking and apply their learning to new contexts or situations?*

- There are multiple assessment moments in which students are asked to show their understanding and use different types of knowledge to engage, analyze, or create in response to questions and problems.
- There are multiple assessment moments in which students are asked to apply their learning to new situations or contexts.

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Variety (Diversified and Balanced): *Are there a variety of ways in which we ask students to show their learning?*

- ❑ Students have multiple and ongoing opportunities to show what they know in a variety of ways throughout their day, week, month, semester, and year. These tasks combine different ways of showing what they know.
- ❑ Students have multiple and ongoing opportunities to show what they know at a variety of moments throughout the learning cycle, including pre- and post-assessments in order to reflect upon their growth as a learner.
- ❑ The diversity of students taking assessments regularly informs assessment design. This diversity includes explicit learning differences such as disabilities or language development and implicit differences such as talents, interests, backgrounds, and needs.

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Team Debrief

- What patterns did you notice among your post-its?
- Are there some Post-It's that some placed on the right that others placed on the left?
- What implications do you see for design work?
- Which question generated the greatest amount of conversation?
- Reconvene at 10:20

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Why these segments and structure?

- Assessment design remains one of the most complicated components of education (after pedagogy, curriculum, etc. etc.)
- Fewer than 20% of teacher prep programs explicitly address assessment literary in coursework (Data Quality Project, 2014)
- APPR and CCLS has surfaced assessment-related mental models historically passed through culture and tradition. If we don't attend to these models, change becomes more difficult.

"**And while the exams may be a thoroughly vetted, sophisticated means of measurement, they are an inadequate, constricted form of expression.**"

March 12, 2013
SEATTLE'S LOW-STAKES TESTING TRAP
Posted by *Michael Guerriero*

What are the implications of chasing the pineapple?
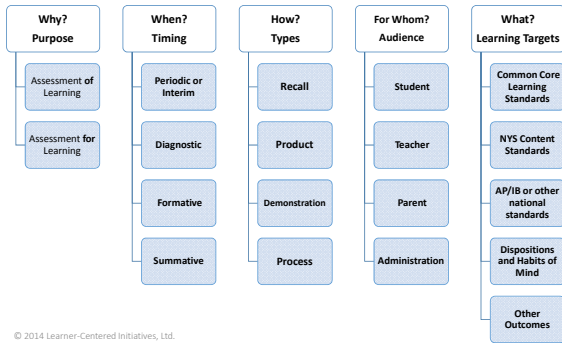
Focusing on variety gives us a starting point for reflecting on how we ask students to show what they know at the classroom level.

Balanced Assessment

Why? Purpose	When? Timing	How? Types	For Whom? Audience	What? Learning Targets
Assessment of Learning	Periodic or Interim	Recall	Student	Common Core Learning Standards
Assessment for Learning	Diagnostic	Product	Teacher	NYS Content Standards
	Formative	Demonstration	Parent	AP/IB or other national standards
	Summative	Process	Administration	Dispositions and Habits of Mind
				Other Outcomes

Text-based discussion

As you read the short text on page 11, please consider the following prompts:

- What <u>questions</u> does this text raise for you?
- What <u>insights</u> did this text offer you?
- **What implications might these questions and insights hold for shifting the balance of assessment as something that happens to students towards something that happens with students?**

Small shifts to support students as storytellers:

1. Increasing use of embedded performance-based assessments
2. Asking essential questions
3. Increasing the authenticity of the tasks we ask students to do
4. Considering portfolios and student-led conferences

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Considering Timing

Life Cycle of a Green bean plant

Flower
leaf
seed pod
seedling
stem
seed
cotyledon
Roots
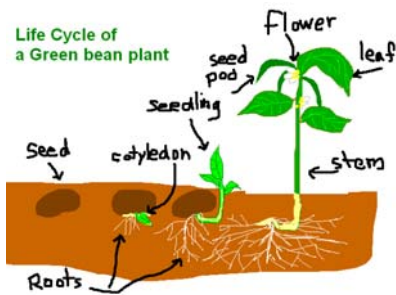
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Periodic Assessment
(outside of teaching and learning)

Done for educators:

Standardized assessments typically given as a program check-ins (example: interim assessments, AIMSweb, DIBELS)

BUSH BEANS
REFUGEE
CARD SEED CO.
FREDONIA, N.Y.

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**Diagnostic or Baseline Assessment**
(before teaching)

Done for students: for planning or placement. Used to gather data to plan instruction, connect new knowledge with old, place children, or secure additional services

Seed

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Formative Assessments

Done with students: to gather information about their learning so as to adjust instruction, monitor where individual students are, student self-reflection and instructional planning
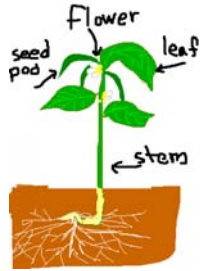
seedling
cotyledon
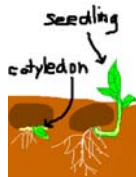
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Formative

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Finally, assessing what they have learned

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_____

_____

_____

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_____

Summative

_____

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_____

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_____

_____

_____

_____

_____

Provocation: When we use "other measures" to set APPR baselines, we are actively cutting students out of the process of measuring their own growth.

Considering Pre/Post Measures

- Consider the questions on page 13
  - Review the examples

- Can you imagine a pre/post measure that would support your practice? That would support students as the storytellers of their own learning?

Lunch Break

- What continues to provoke conversation?
- What questions do you have?
- What concerns do you have?
- Back here at 12:45

Afternoon Agenda

12: 55 to 1:15	Considering essential questions
1:15 to 1:30	Considering authenticity
1:30 to 1:50	Reviewing a PBA blueprint
1:50 to 2:00	Planning for Day 2
2:00 to 2:45	Team discussion
2:45	Team end of day reflection

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Can students find themselves in their learning experiences and assessments (mirrors)? Can they see the world (windows)?

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Page 37

Essential questions are large, universal questions worth contemplation and exploration.

Guiding questions are specific and answerable questions that support the essential question.

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Essential Questions	Guiding Questions
• Set the context for learning • Focus the teacher and students on the overarching target for learning • Generate interest among the learners • Open windows for interdisciplinary explorations • Make real-world connections • Move students from acquiring and reciting information to processing, analyzing and synthesizing it • Personalize learning experiences • Search for meaningful answers • Generate new questions	• Provide the specifics as to what to learn • Identify the specific content and process learning targets • Identify possible lines of inquiry • Define what will be explored within each discipline • Provides guidance on how to make real-world connections • Synthesizes what will be studied and connects it to the larger idea • Present an action plan for a personalized study • Provide the starting point for discovery • Provide a plan for examining new questions

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Essential Question: Do statistics lie?

Guiding Questions:

• Are you average?

• How do you find the mean/average from a set of data?

• How does the mean compare to the median?

How do we express ourselves?

After comparing a variety of texts (including song lyrics) to establish the concept of style and what makes one author's style different than another's, students will re-create the fence painting scene from The Adventures of Tom Sawyer in the style of an author studied in class (including Ray Bradbury and E.E. Cummings) and an author of their choosing (i.e. Stephanie Myer, Taylor Swift, etc)

Who owns the earth?

- Using the core reading series, students will investigate endangered species. They will create a brochure to describe an animal or feature of the region that is endangered or in trouble in the CNY region. Their brochures will be displayed at the Sterling Nature Center. (Linda Brosch - Emboy Center).

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What does it mean to be courageous?

- Creating a profiles in courage classroom book; speakers from Safe Haven
- Guiding questions
  - Who decides if someone is courageous?
  - Can we declare ourselves courageous?
  - Can people force us to be courageous?
  - Is courage always a choice?

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"Best Friend"

Original task: Students create a picture of their best friend and tell a story about him/her.

Revision #1

Students tell story about the life of a best friend including all details of his/her personal life.

They compare the life to a text read in class creating the picture of a basic, average child that then transcends to a deeper look of the friend's life. They respond to the questions:

• How would you use your experience to give advice to others about friendship?

• How did the friendship begin?

• How is your best friend different from others?

• What are your predictions about how long the friendship may last?

• How would you feel if your friend had to move away?

Revision #2

Students answer the questions:

• What is a best friend?

• What character traits does the person have?

They create a list of the features given. They interview and survey family members using the questions:

• What is a best friend?

• Who is your best friend?

Students look at the traits/attributes/features list and identify which ones their best friend possesses. They create a collage using words pictures, and vignettes that represent their best friend.

Revision #3

Students respond to the question: What qualities define a "best friend?"

They brainstorm qualities of friendship in small groups. They think about a particular friend, and list the attributes of this friend. They answer the question: "How did this person become your best friend?" (Memory) in story form.

Students draw a picture of their best friend, putting in a picture from the attributes they were told about and answer the question: What did you learn about best friends that can help you be a better friend? They examples students generate are used as behavior reminders and prompts.

AUTHENTIC vs INAUTHENTIC

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Essential Questions

- Elementary
  - Are we what we eat?
  - Who is responsible for planet Earth?
  - What is our responsibility to other species?
- Middle/Intermediate
  - What is courage?
  - Who determines the truth?
  - When does sound become music?
  - What does it mean to be responsible for our own health?
  - Is government necessary?

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High School Essential Question

- How responsible are we for the behavior of others?
  - Designing a garden (others' eating habits)
  - Digital debate team (changing other people's minds)
  - West Parking Lot (laws that impact behavior)
  - Genocide
  - Waste Generation (recycling and waste)

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Essential Questions/Authenticity

- As you consider essential questions and authenticity, what questions or concerns do you have?
- What connections are you making to your curriculum?

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"Coverage is the enemy of understanding" H. Gardner

- **EQ:** *What is worth learning? What is worth teaching?*
- **Pre-Assessment**: Provide students with an old Regents exam with the answer key. Their task - identify the top 10 *things* they think a student will need to know to pass the exam.
- Design the course syllabus with the students.
- Teach. At the end of each unit ask, "was this worth learning?" Share "I think this was worth teaching because [it'll help you on Part I, understand logic, balance your checkbook]
- **Post-Assessment:** Provide students with a different old Regents exam with the answer key. Their task – identify the top 10 content and the top 3 skills they'll need to review before the exam.

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Performance-Based Assessments (PBAs)

A performance task is an assessment that requires students to demonstrate achievement by producing an extended written or spoken answer, by engaging in group or individual activities, or by creating a specific product. (Nitko, 2001)

Performance versus Traditional
Liskin-Gasparro (1997) and Mueller (2008)

Attribute	Traditional	Performance
Assessment activity	Selecting a response	Performing a task

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Attribute	Traditional	Performance
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Nature of activity	Contrived	Emulates life beyond

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Objectivity of scoring	Easily achieved	Difficult to achieve
Evidence of mastery	Indirect	Direct

Performance versus Traditional
Liskin-Gasparro (1997) and Mueller (2008)
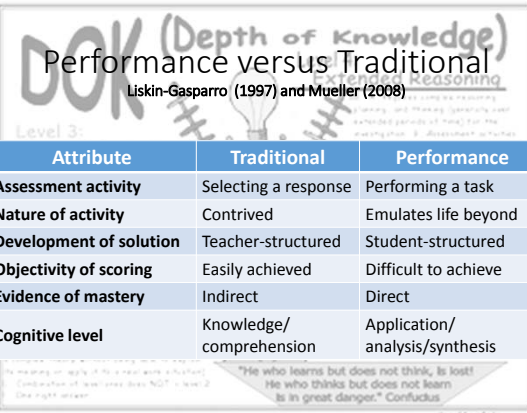
Attribute	Traditional	Performance
Assessment activity	Selecting a response	Performing a task
Nature of activity	Contrived	Emulates life beyond
Development of solution	Teacher-structured	Student-structured
Objectivity of scoring	Easily achieved	Difficult to achieve
Evidence of mastery	Indirect	Direct
Cognitive level	Knowledge/ comprehension	Application/ analysis/synthesis

PBA's generally have one of three designs:

1. Structured, on-demand demonstration tasks (i.e. presentations, group work or problem solving)
2. Structured, on-demand pencil-and-paper tasks (i.e. writing response, individual problem solving)
3. Curriculum-embedded tasks that reflect extended focus on a particular task or activity

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On-Demand Performance Tasks

From Odyssey of the Mind 2013-2014: Teams will design and build a structure made up of separate components stacked on top of one another. The structure components will be made of only balsa wood and glue, and will be tested by balancing and supporting weights after they are stacked. Before they are stacked, the separate components will be integrated into an artistic representation of Earth. The team will include the stacking of the components, placement of the weights, and Earth into the theme of its performance. (Sponsored by NASA)

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On Demand Pencil and Paper

Pre Assessment	Post Assessment
Kindergarten After reading several texts that address the idea of expertise (i.e. Stellaluna), students nominate themselves for the Expert Hall of Fame. "I am an expert at…" The class creates an expertise wall that the teachers refer to throughout the year.	After a year of learning, students nominate someone in their family for the Expert Hall of Fame. They share their nominations with their family at a sharing night.
First Grade After reading several poems and texts about change and impact, the students write a proposal for how they'd like to help make their community healthier.	After a year of working to change their community for the better, the students write a letter to their second grade teacher sharing how they've made their community healthier.

HS Studio Art (Local Assessment)

Pre Assessment	Post Assessment
Problem: Cell phones are a distraction Create a visual to: 1. persuade students to put their cell phones down **OR** 2. persuade adults why cell phones should be allowed. Seniors in Studio Art 2 will select 3 of the most persuasive visuals for both claims using student-designed rubric following unit on study on advertising and persuasion. They will be published on student council webpage **OR** shared at faculty meeting.	

Curriculum Embedded PBA's

Essential Question for Unit of Study	PBA
Kindergarten grade: What is space?	Class studies concept of space and shapes, redesigns the flow and layout of the classroom based on their understand of shapes of objects, and empty space for people to move.
1st grade: Can one person change the world?	After reading several poems and texts about change, the students write a proposal for how they'd like to change their community for the better.
2nd grade: When does sound become music?	Students study music from different cultures and communities around the country. They create a musical "story" of their family, with sentences and illustrations.

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Which question(s) is still rattling around for you and your team?

Question	Where to put your energy
Quantity	Curriculum-embedded assessment
Alignment	Attention on standards you select
Impact	Pre/Post Measure
Reliability	Rubric design (with anchors and IRR)
Thinking Demands	Rubric design – evaluation against criteria
Authenticity	Essential questions

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Planning for Day 2

• Page 48 of handouts
• Be sure to bring back Day 1 packet
• One yellow sheet per (tentative) team

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