

PRESENTATION NOTES

See some notes here:

<https://docs.google.com/document/d/1LLcY1tjeui1puEcmWWvrPr3vYuzl0OyRvCqlp1YMb7w/edit>

PROGRESS

GOAL



MEASURE



ANALYSIS



ASSESSMENT

EVALUATION

PLAN

RESEARCH

RESULT



BUD
BLAKE
5-6

KEY POINTS

- **Assessment in context** connected to goals and instruction
- **Backward planning** begin with the end in mind
- **Assessment types & examples**
- **Rubrics** evaluating student learning
- **Grading** a few tips



LEARNING OBJECTIVES

- I can contextualize and connect assessment to other parts of my practice.
- I can describe the backward planning approach and apply it to my practice.
- I can choose different assessment types to match the instructional purpose.
- I can use rubrics to communicate and anchor expectations, evaluation, and feedback.
- I can continually diversify and deepen my thinking and toolkit around assessment.

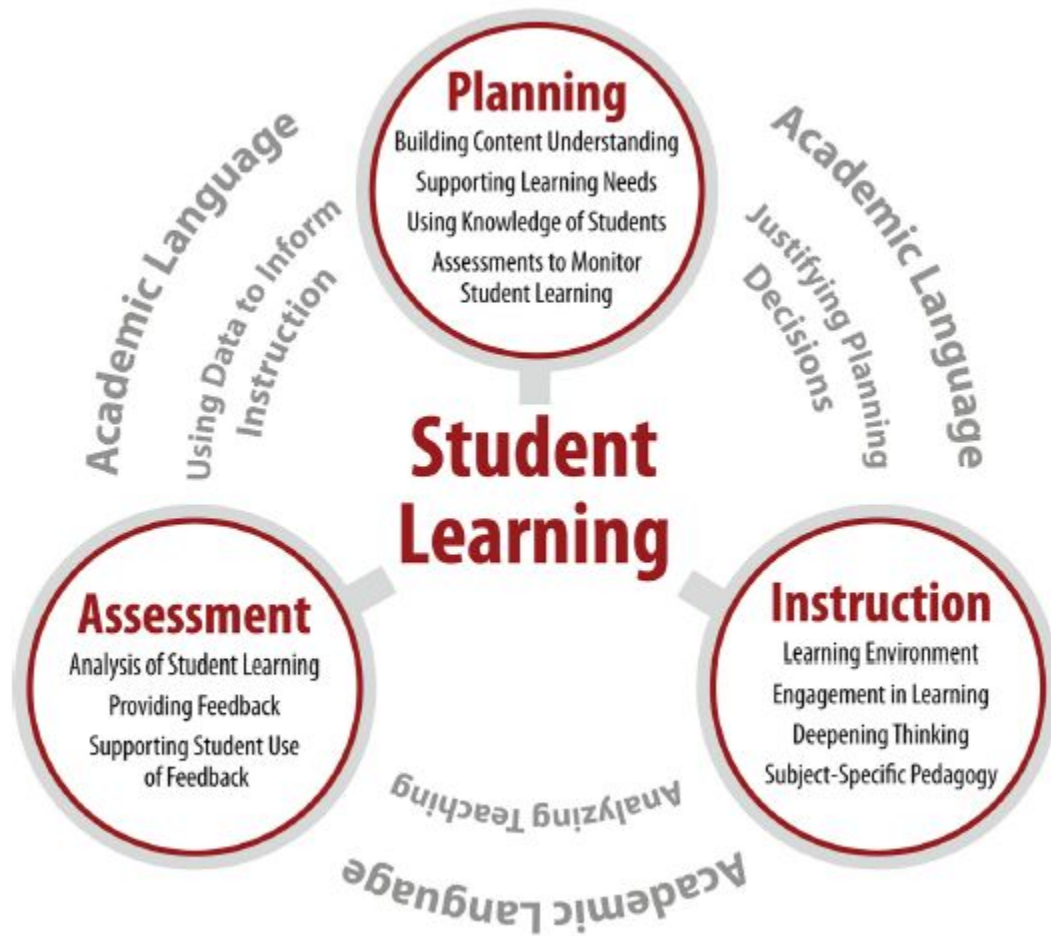


What do you already (think you)
know about assessment?



OBJECTIVE	beginning	developing	proficient	advanced
I can contextualize and connect assessment to other parts of my practice.				
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Assessment

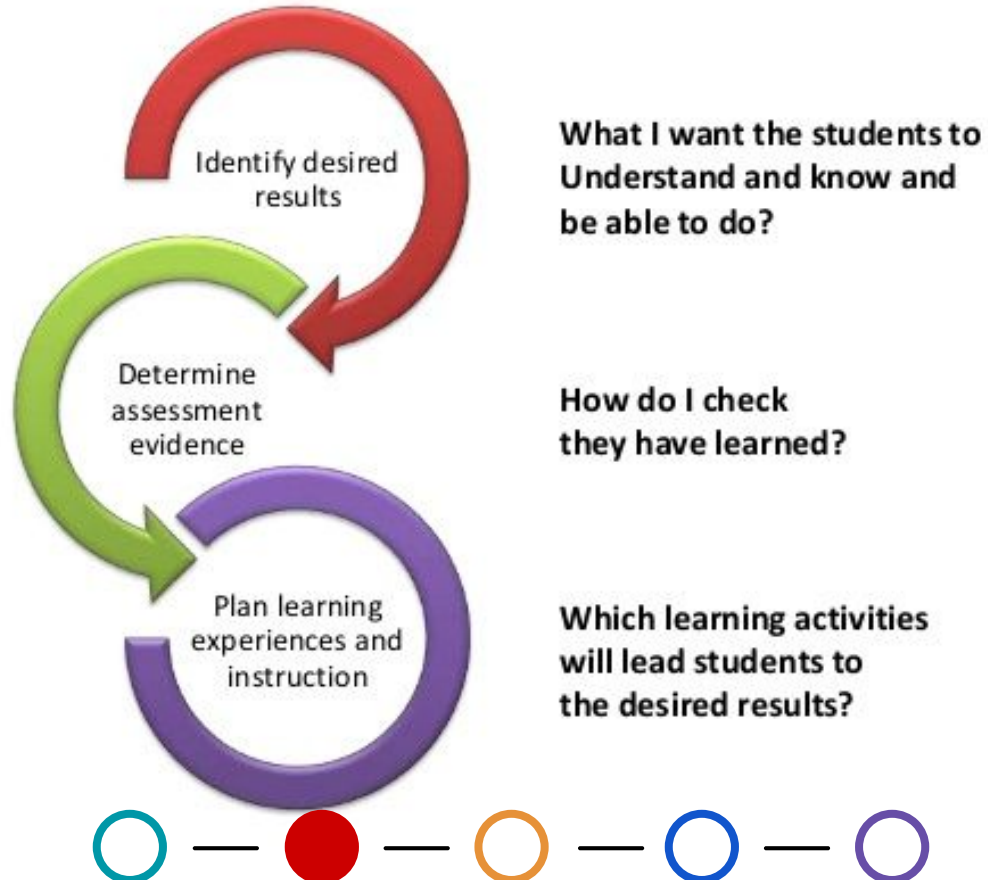
Analysis of Student Learning

Providing Feedback

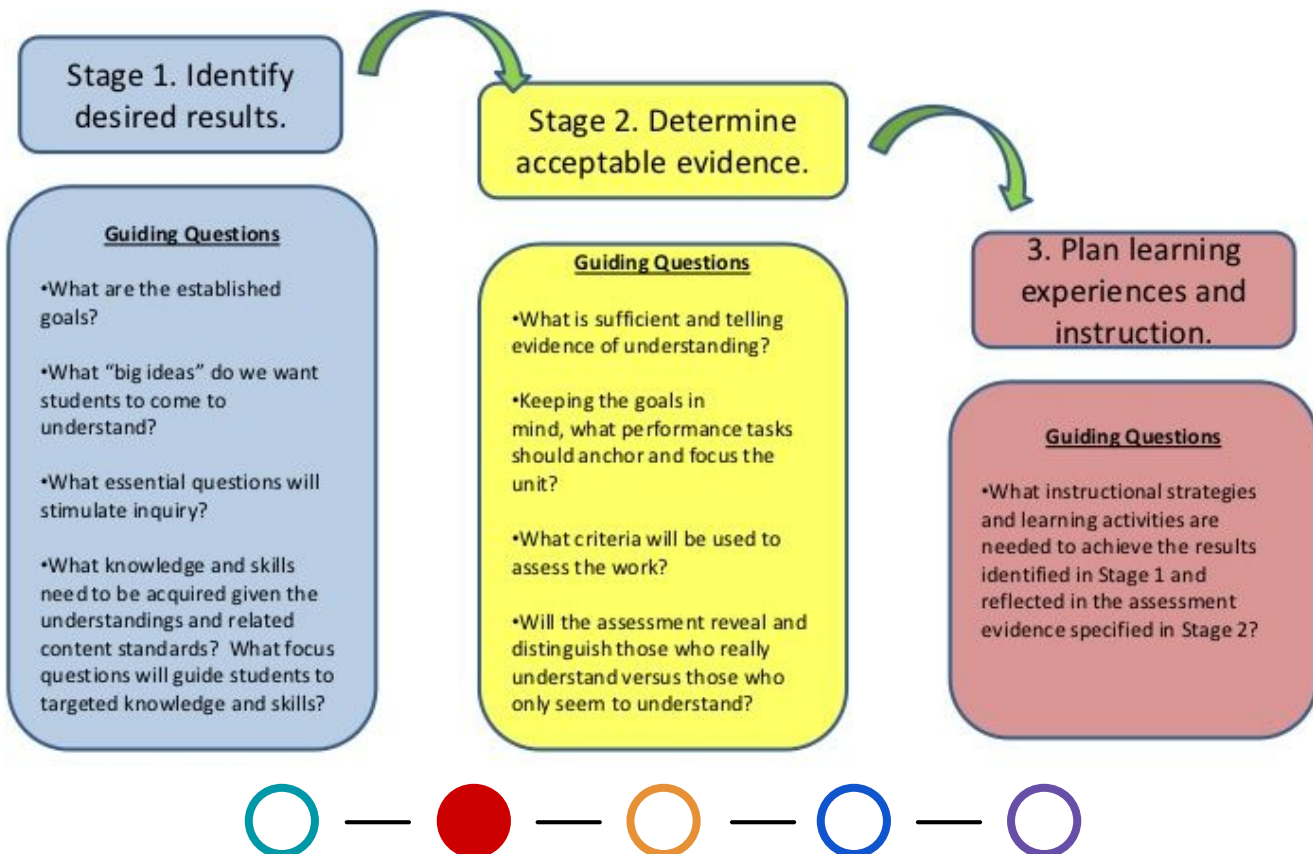
Supporting Student Use
of Feedback



BACKWARD DESIGN

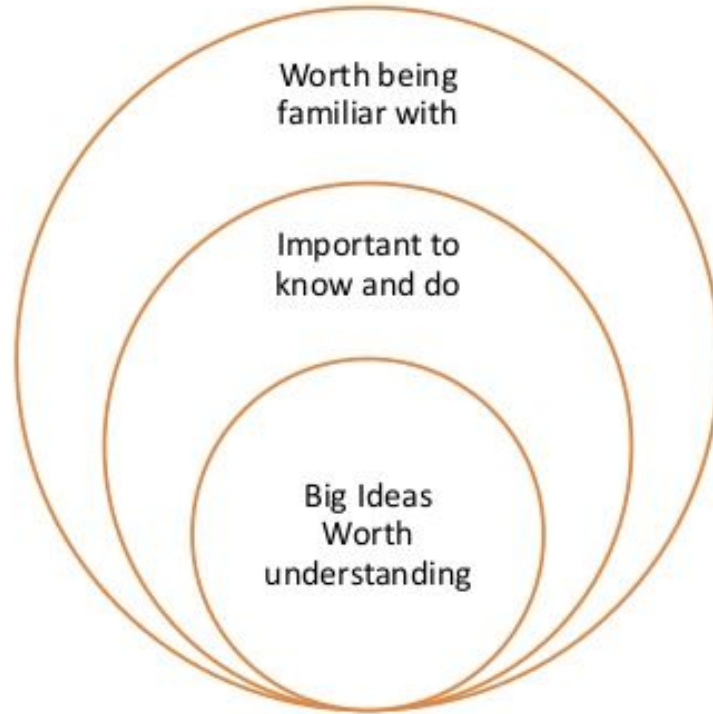


BACKWARD DESIGN



Stage 1. Identify desired results

Establishing Curricular Priorities



Wiggins & McTighe, p. 10



Assessment types

Traditional quizzes & tests

- paper/pencil
- selected-response
- constructed response

Worth being
familiar with

Important to
know and do

Performance tasks & projects

- open-ended
- complex
- authentic

Big Ideas
Worth
understanding

Wiggins & McTighe, p. 10



LEARNING OBJECTIVES

- I can contextualize and connect assessment to other parts of my practice.
- I can describe the backward planning approach and apply it to my practice.
- I can choose different assessment types to match the instructional purpose.
- I can evaluate and analyze student work, and provide feedback.
- I can use assessment to deepen my understanding of student learning and inform my instruction.

HEADLINES

Learning Objective

Assessment

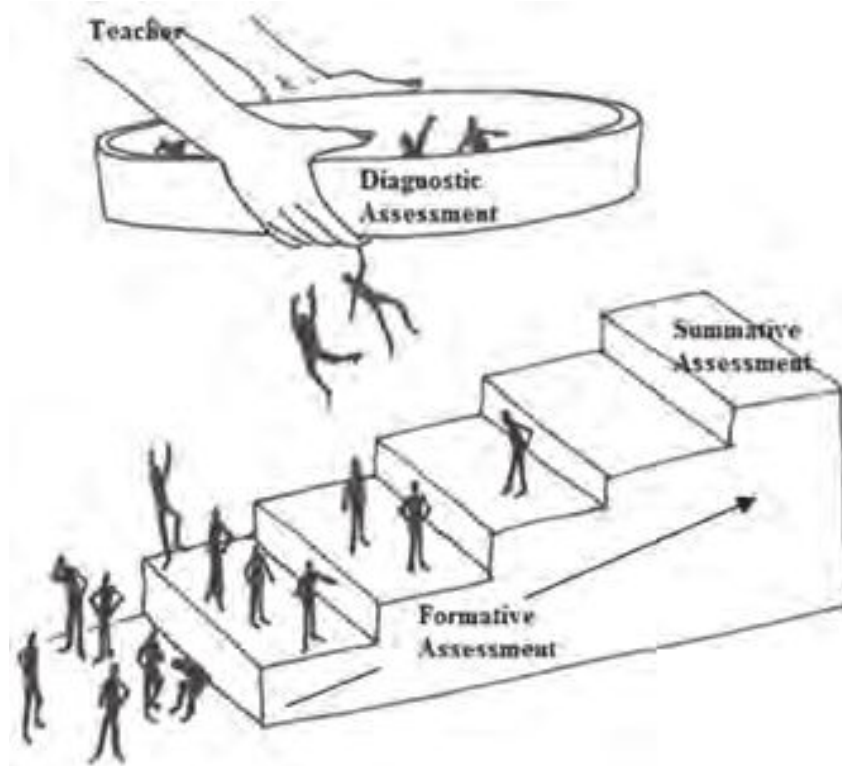
Instruction



DIAGNOSTIC, FORMATIVE, SUMMATIVE



DIAGNOSTIC, FORMATIVE, SUMMATIVE



Formative

- Helps students learn
- Identifies misconceptions in a timely way
- Incorporates feedforward
- Check areas for improvement

Learn

or

Summative

- Identifies how much has been learnt
- Generates marks
- Can be difficult to incorporate in-module feedback
- Assess progress against goals

Measure



THREE TIPS FOR GREAT FORMATIVE ASSESSMENT

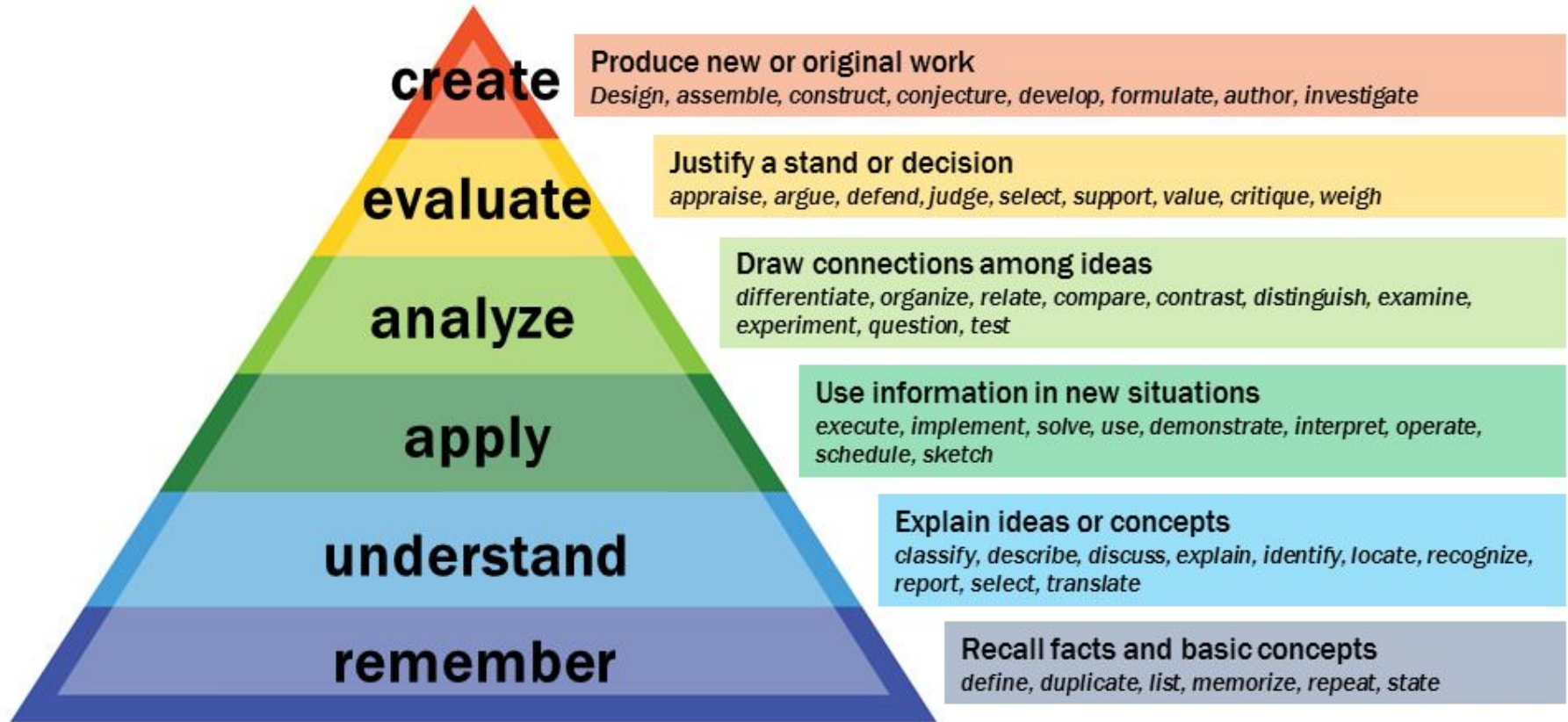


THREE TIPS FOR **GREAT**

FORMATIVE ASSESSMENT



Bloom's Taxonomy



WHAT ARE YOU ASSESSING?



actually

My Menu for Mexico

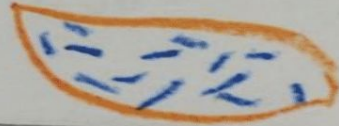
Use the ABC food app on your iPad to locate these foods commonly eaten in Mexico. Trace each word and draw a picture to match.



cheese



chocolate



rice



avocado



mango



tortilla



tomato



Fall Kahuna

Vocabulary

Write two sentences for each image using words from the word bank. Do not use the same word twice. Underline your context clues.

agenda	concede	gruesome	propaganda
anecdote	concise	hypocrite	radical
apathy	conservative	impartial	refuge
bland	dialog	imply	superficial
candid	erode	lenient	sustain
compel	erratic	morale	transition
compensate	forfeit	obstacle	urban



1.

2.





Does this word cloud accurately represent Scout? Why or why not?





U2

link →

LC2



Determine the mass of my car...



DON'T

- Break any laws
- Damage any property, equipment, or people
- Do anything unsafe

DO

- Use everyday items from the lab or home
- Collect robust data using a variety of methods
- Invoke relevant physics principles
- Work as a team



EXIT SLIP: 3, 2, 1

Name: _____

3 >>> Name **three** things you learned in art today:

2 >>> List **two** things you want to learn more about:

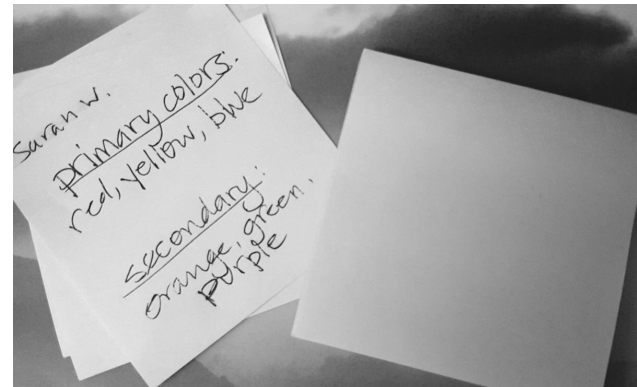
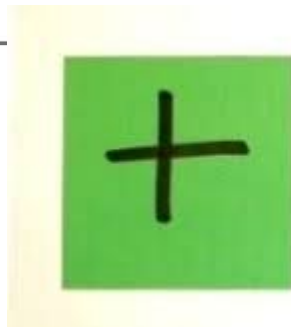
1 >>> Ask **one** question about today's lesson:

EXIT TICKET

Name: _____

Question >>>

Answer >>>



LEARNING OBJECTIVES

- I can contextualize and connect assessment to other parts of my practice.
- I can describe the backward planning approach and apply it to my practice.
- I can choose different assessment types to match the instructional purpose.

I used to think...

Now I think...

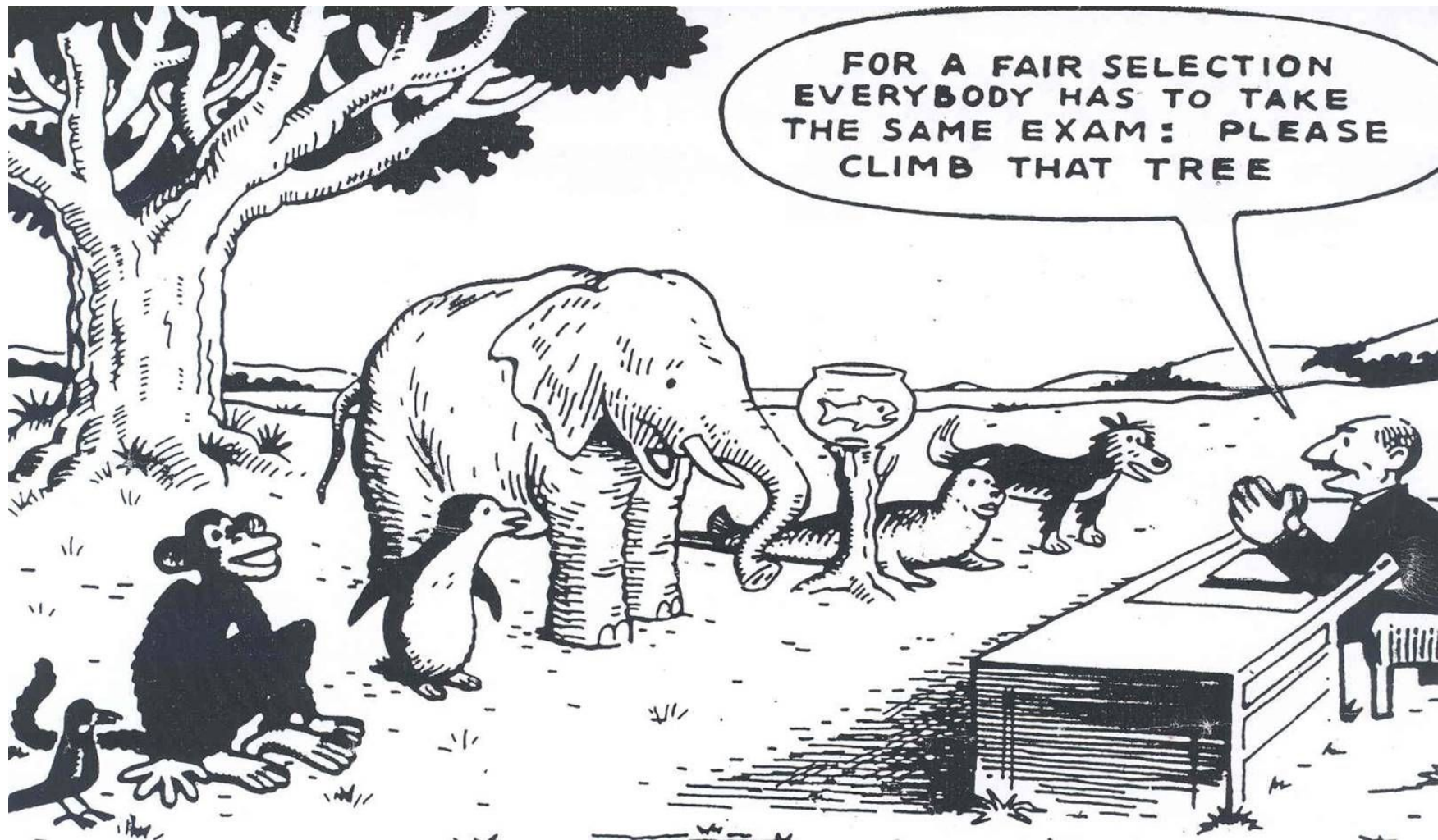
Learning Objective

Assessment
(method)

Instruction



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



RUBRICS

- **Scoring guide** to evaluate performance based on set criteria
 - Directly connect assessment to the learning goals
- **Working guide** for students and teachers if shared at outset
 - Clarity of expectations; students can hit any target that is clear and stands still
- **Instructional guide** for teachers when planning lessons and learning
 - Backward design



	Delicious	Good	Needs Improvement	Poor
Number of Chips	Chocolate chip in every bite	Chips in about 75% of bites	Chocolate in 50% of bites	Too few or too many chips
Texture	Chewy	Chewy in middle, crisp on edges	Texture either crispy/crunchy or 50% uncooked	Texture resembles a dog biscuit
Color	Golden brown	Either light from overcooking or light from being 25% raw	Either dark brown from overcooking or light from undercooking	Burned
Taste	Home-baked taste	Quality store-bought taste	Tasteless	Store-bought flavor, preservative aftertaste – stale, hard, chalky
Richness	Rich, creamy, high-fat flavor	Medium fat contents	Low-fat contents	Nonfat contents



Measurement & Data:

Area

4	I can find the area of a variety of polygons.
3	<ul style="list-style-type: none"> I can find the area of a rectangle. I can calculate the area of rectilinear figures by breaking them down and adding them together to find the area. I can solve word problems involving area
2	<ul style="list-style-type: none"> I can recall vocabulary: area, square unit, distributive property. I can measure data by counting square units. I can demonstrate area by tiling a rectangular area the same as multiplying side lengths.
1	I can measure area by counting square units with help.

Learning Goal 3.RI.2

Student will determine the main idea of a text; recount the key details and explain how they support the main idea.

4	Student will determine the main idea and support their answer with details from above grade level text.
3	<p>Student will determine the main idea and support their answer with details from the grade level text.</p> <p>Student will make connections between the details to find the overarching idea.</p>
2	Student will determine the main idea of the text by recalling key details.
1	With help student will be able to identify the who, what, when, where, why, and how of a text.

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I can choose **precise words** based on the rhetorical situation.

Beginning	Developing	Proficient	Advanced
I can choose words that do not hinder my communication.	I can choose words that generally help me communicate.	I can choose words that show increased awareness of precision and connotation.	I can consistently choose precise words with fitting connotations that enhance my meaning and fit my purpose.



SCALES

Degrees of Understanding

- thorough/complete
- substantial
- partial/incomplete
- misunderstanding/
serious misconceptions

Degrees of Effectiveness

- highly effective
- effective
- moderately effective
- ineffective

Degrees of Accuracy

- completely accurate; all _____
(facts, concepts, mechanics,
computations) correct
- generally accurate; minor
inaccuracies do not affect
overall result
- inaccurate; numerous
errors detract from result
- major inaccuracies;
significant errors throughout

Degrees of Frequency

- always/consistently
- frequently/generally
- sometimes/occasionally
- rarely/never

Degrees of Independence

student successfully completes the task:

- independently
- w/ minimal assistance
- w/ moderate assistance
- only w/ considerable assistance

Degrees of Clarity

- exceptionally clear; easy to
follow
- generally clear; able to follow
- lacks clarity; difficult to fol-
low
- unclear; impossible to follow



Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.



Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	



Breakfast in Bed: Single-Point Rubric

Concerns <i>Areas that Need Work</i>	Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	



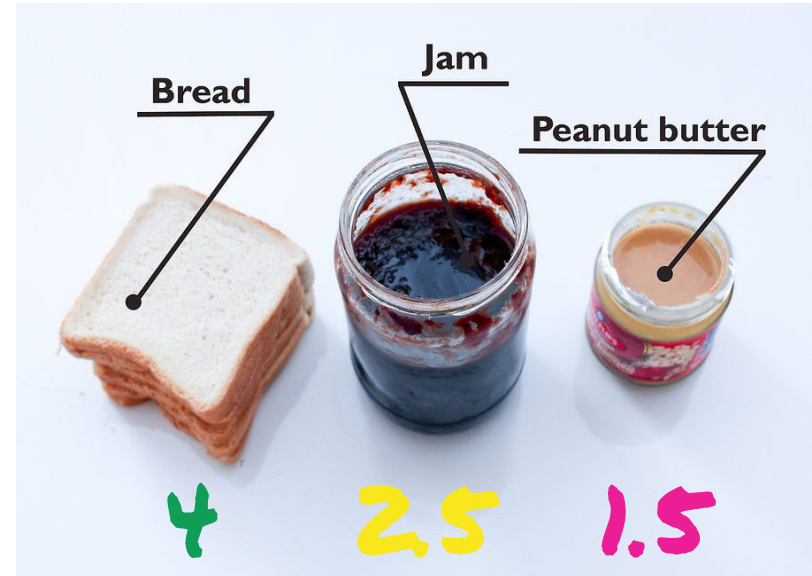
PROCESS VS. PERFORMANCE

UNDERSTANDING || BEHAVIOR

PERFORMANCE || PROCESS



"TIMELINESS" "CREATIVITY" "IMPROVEMENT"
"PROOFREAD" "PARTICIPATION" "EFFORT"



PROCESS: Scholarly Habits of Learning

Scholarly Habits of Learning (SHL)	(SHL.1) PREPARATION I can be prepared, punctual, and present for learning opportunities.	[SH.1a] <i>I can complete and submit assignments thoroughly, on time, and in a professional format.</i> WORKFLOW MANAGEMENT
		[SH.1b] <i>I can arrive to class on time and with all my materials. I can be present and in class for the duration of the class.</i> MATERIALS & SCHEDULE MANAGEMENT
	(SH.2) ENGAGEMENT I can engage with and contribute to the learning environment.	[SH.2a] <i>I can focus on learning activities and attend to the discussion or task at hand. I can use my time in class productively.</i> TASK AND ATTENTION MANAGEMENT
		[SH.2b] <i>I can listen respectfully and closely to others' ideas, and I can contribute thoughtful ideas and actions to advance the learning of others.</i> COMMUNITY ENGAGEMENT
	(SH.3) OWNERSHIP I can take ownership of my own learning.	[SH.3a] <i>I can develop an awareness of my own learning by seeking feedback about and thoughtfully reflecting on my process to deepen my learning.</i> SELF-AWARENESS
		[SH.3b] <i>I can advocate for my own learning by acting on feedback, seeking appropriate support and challenge, demonstrating curiosity and iteration, and persevering.</i> SELF-ADVOCACY



LEARNING OBJECTIVES

- I can contextualize and connect assessment to other parts of my practice.
- I can describe the backward planning approach and apply it to my practice.
- I can choose different assessment types to match the instructional purpose.

- I can evaluate and analyze learning objectives, and
feedback
- I can deepen my understanding of
assessment

Circle

Square

Triangle

Learning Objective

Assessment
(criteria)

Instruction



FEEDBACK vs SCORING vs GRADING

10 Principles In Giving Effective Feedback



Understandable:
expressed in a language that students will understand.



Selective:
commenting in reasonable detail on two or three things that the student can do something about.



Specific:
pointing to instances in the student's submission where the feedback applies.



Timely:
provided in time to improve the next assignment.



Contextualised:
framed with reference to the learning outcomes and/or assignment criteria.



Non-judgemental:
descriptive rather than evaluative, focused on learning goals not just performance goals.



Balanced:
pointing out the positive as well as areas in need of improvement.



Forward looking:
suggesting how students might improve subsequent assignments.



Transferable:
focused on processes, skills and self-regulatory processes not just on knowledge content.



Personal:
referring to what is already known about the student and her or his previous work.



REPORT CARD

ENGLISH B+

MATH A-

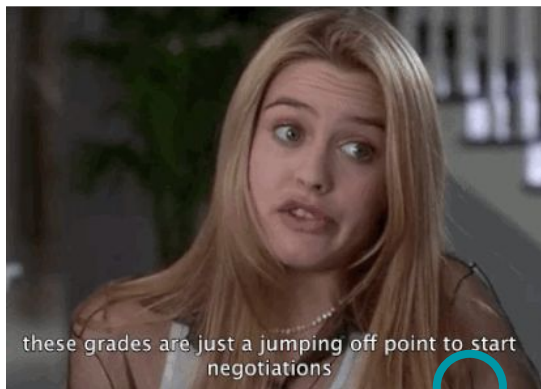
HISTORY B

SCIENCE A+



PROVIDING TIMELY FEEDBACK

(i.e. plan your grading)



these grades are just a jumping off point to start negotiations

- Know why and what you are assessing
- Meaningful assessment: feedback > numbers
- Ask around for good systems for meaningful assessment
- Plan your assessments and grading relative to:
 - the learning cycle
 - your school grading/assessment calendars
 - personal calendars
- Not every assignment needs to be graded

HAVE A PLAN

- know the “what” and “why” of each assessment
- ultimate goal: improved student performance & understanding
- assess *learning* and *mastery*
don't make kids “play school” or “guess the teacher”
- group learning = good.
group grading = bad.
- clear expectations: set, communicate, and keep!
- develop a thoughtful plan and stick with it
- work with school's system
- support your observations
- **NO SURPRISES!**



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- I can describe the backward planning approach and apply it to my practice.
- I can choose different assessment types to match the instructional purpose.
- I can create and analyze assessment data and use it to inform instruction, and provide feedback to students.
- I can use assessment to deepen my understanding of student learning and assessment.

Sticky/Sticky

*What do you
~~already (think you)~~
NOW know about
assessment?*



KEY POINTS

- **Assessment in context** connected to goals and instruction
- **Backward planning** begin with the end in mind
- **Assessment types & examples**
- **Rubrics** evaluating student learning
- **Grading** a few tips



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I can continually diversify and deepen my thinking and toolkit around assessment.				



QUESTIONS FOR YOU & YOUR GROUP

- What would the assessment look like for the sample lesson you are teaching? Would there be both formative and summative?
- What is going to be the most challenging part of assessment for you? Why?
- Do you have any tips and tricks for recording keeping or tracking observations about students' performance?
- If assessment is primarily about student success, how will you use assessment to help students thrive?

