

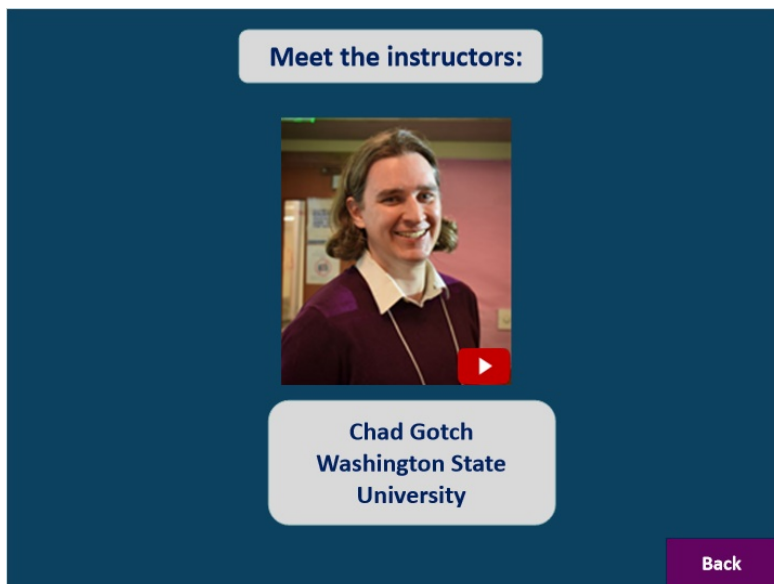
DM22 SLIDES (Assessment Decisions, Version 1.0)

1. Module Overview

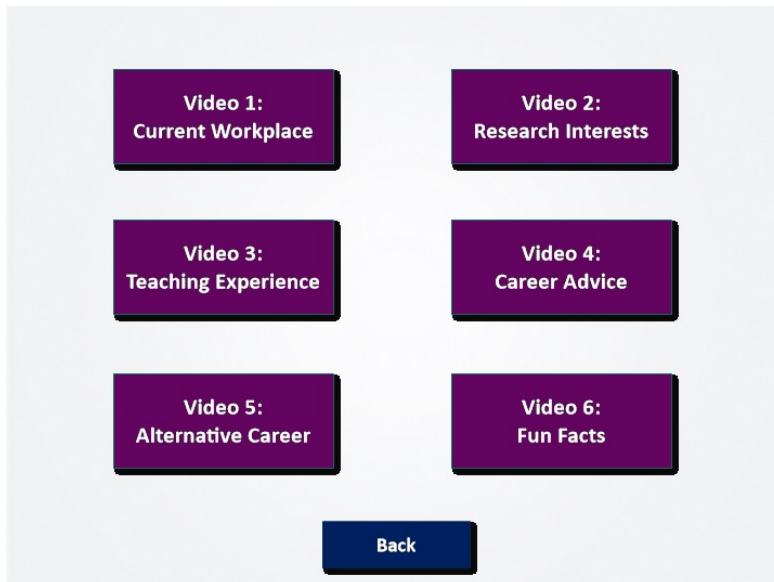
1.1 Module Cover (START)



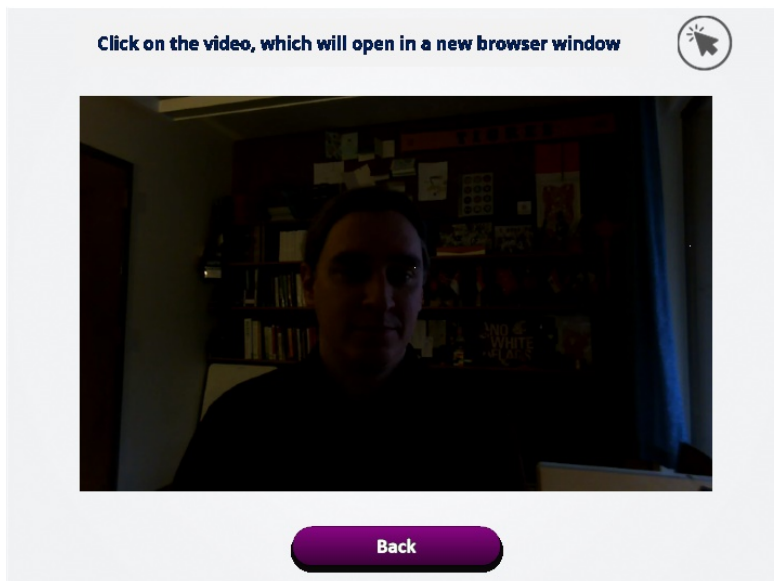
1.2 Instructor




Chad Gotch Intro (Slide Layer)




Chad Gotch Intro -1 Welcome (Slide Layer)




Chad Gotch Intro -3 Teaching (Slide Layer)


Click on the video, which will open in a new browser window 



[Back](#)


Chad Gotch Intro -2 Research (Slide Layer)


Click on the video, which will open in a new browser window 



[Back](#)


Chad Gotch Intro -4 Career advice (Slide Layer)


Click on the video, which will open in a new browser window 



Back

Chad Gotch Intro -5 Another career (Slide Layer)


Click on the video, which will open in a new browser window 



Back

Chad Gotch Intro -6 Fun fact (Slide Layer)



Click on the video, which will open in a new browser window





Back

1.3 Designers

Meet the designers:



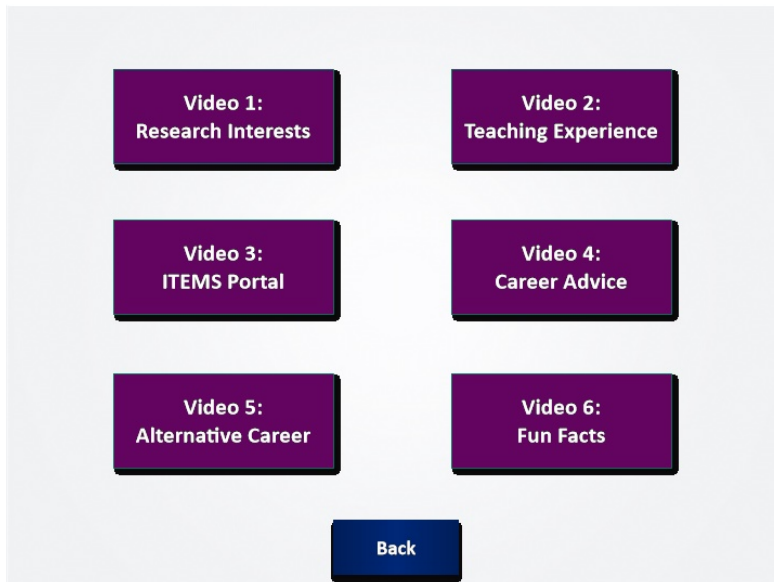
Xi Lu
Florida State
University



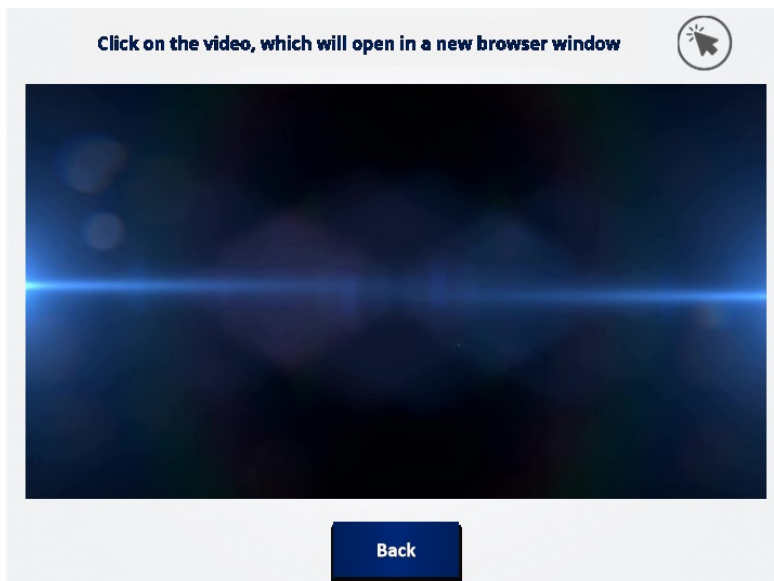
André A. Rupp
Mindful
Measurement

Back

Andre Intro (Slide Layer)

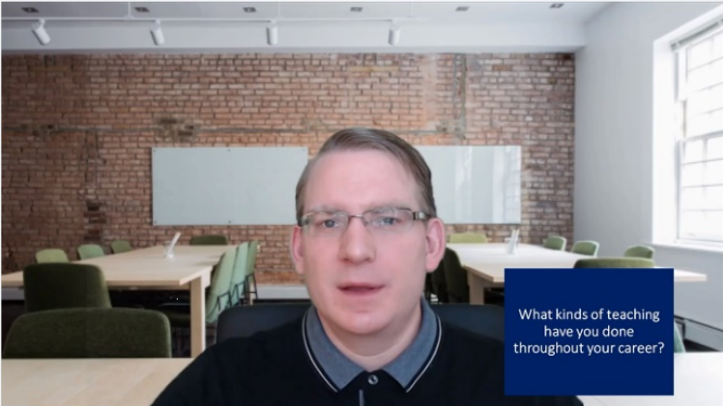


Xi Intro (Slide Layer)



Andre V2 (Slide Layer)

Click on the video, which will open in a new browser window



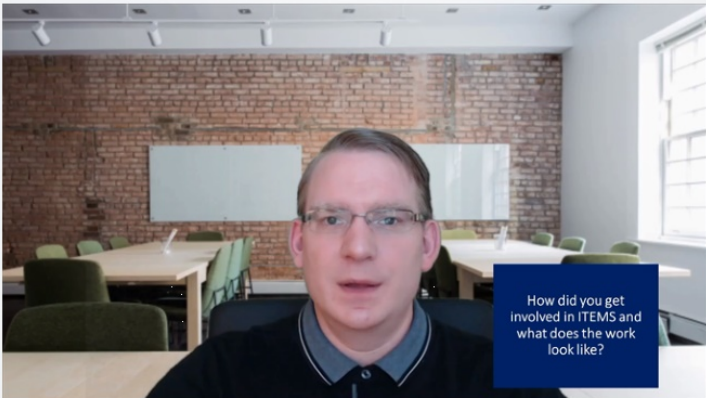
What kinds of teaching have you done throughout your career?

Back

The video player shows a man with glasses in a classroom setting. A blue text box on the right contains the question: "What kinds of teaching have you done throughout your career?". A purple "Back" button is at the bottom.

Andre V3 (Slide Layer)

Click on the video, which will open in a new browser window




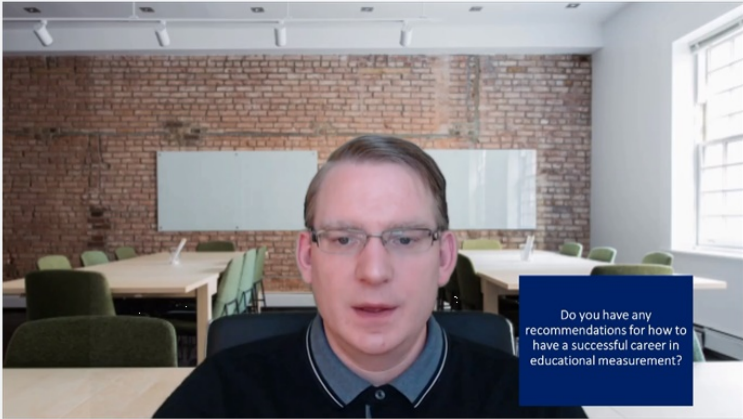
How did you get involved in ITEMS and what does the work look like?

Back

The video player shows the same man in the same classroom setting. A blue text box on the right contains the question: "How did you get involved in ITEMS and what does the work look like?". A purple "Back" button is at the bottom.

Andre V4 (Slide Layer)


Click on the video, which will open in a new browser window 

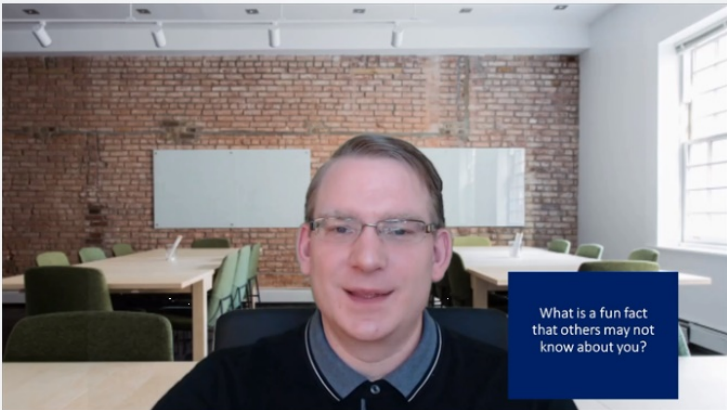


Do you have any recommendations for how to have a successful career in educational measurement?

Back

Andre V6 (Slide Layer)


Click on the video, which will open in a new browser window 

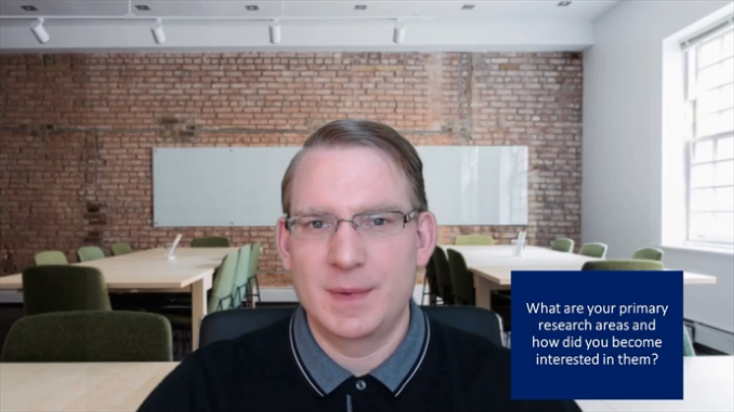


What is a fun fact that others may not know about you?

Back

Andre V1 (Slide Layer)


Click on the video, which will open in a new browser window 

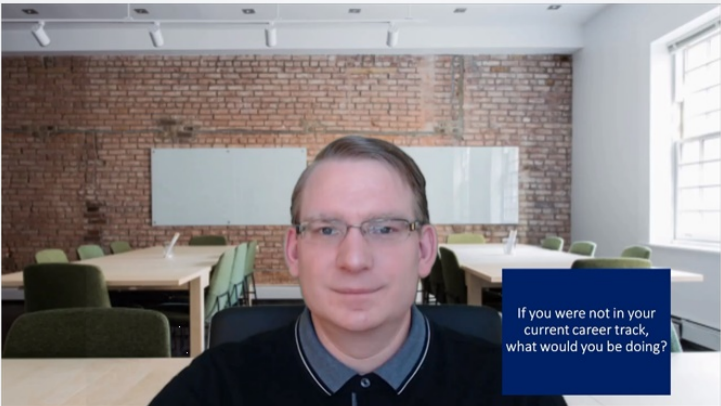


What are your primary research areas and how did you become interested in them?

Back

Andre V5 (Slide Layer)


Click on the video, which will open in a new browser window 



If you were not in your current career track, what would you be doing?

Back

1.4 Welcome

A man with dark hair and a beard, wearing a teal button-down shirt and dark pants, stands in the center of a classroom. He has his hands clasped in front of him. Behind him is a whiteboard and several rows of empty desks and chairs.


**Welcome to the
ITEMS Module!**

The man to the left is Jet!

Along with the instructors
she will be guiding you
through the module content.

Please enter your name below:

Untitled Layer 1 (Slide Layer)

A man with dark hair and a beard, wearing a teal button-down shirt and dark pants, stands in the center of a classroom. He has his hands clasped in front of him. Behind him is a whiteboard and several rows of empty desks and chairs.

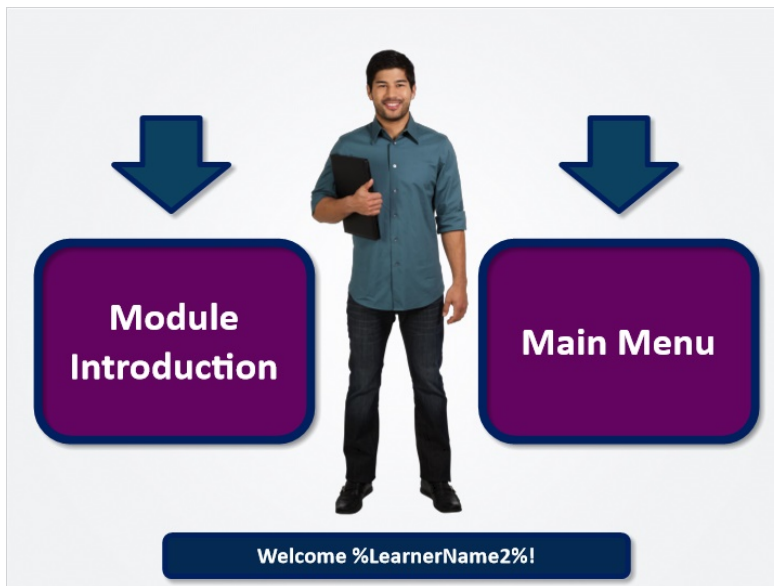
**Welcome to the
ITEMS Module!**

The man to the left is Jet!

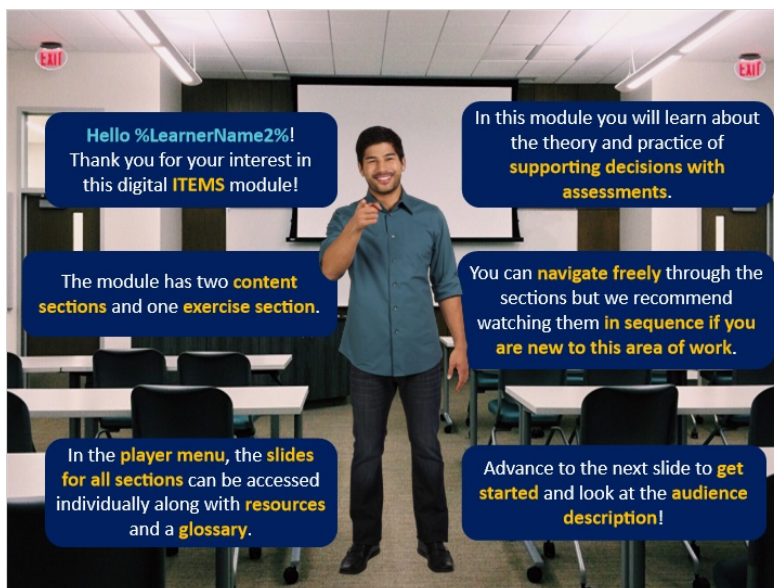
Along with the instructors
she will be guiding you
through the module content.

Please enter your name below:

1.5 Path Choice



1.6 Overview


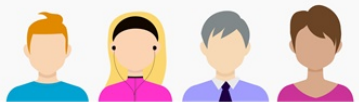


1.7 Target Audience

Target Audience

Anyone who would like a gentle but methodologically sound introduction to this topic:

- graduate students and professionals in training
- teachers, administrators, and policymakers



However, we hope that you find the information in this module useful no matter what your official title or role in an organization is!

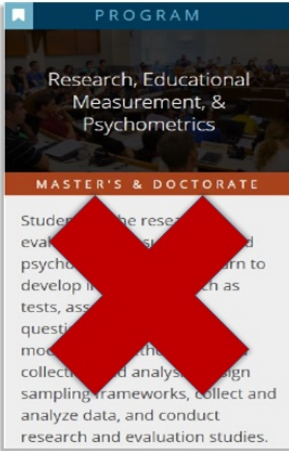

1.8 Expecations (I)



Let's discuss expectations....


1.9 Expectations (II)

ITEMS Modules in Context



1.10 Learning Objectives

Learning Objectives



1. Identify different forms of assessment that intersect with the classroom space
2. Align decisions (e.g., instructional, programmatic, grading) with appropriate forms of assessment
3. Articulate defining features of different forms of assessment in terms of their timing, origin, and information provided
4. Develop a strategy for using different forms of assessment together in a systematic way

1.11 Prerequisites

Prerequisites

1. Experience with developing or using different forms of student assessment


2. Awareness of common decisions made by educators

3. Familiarity with norms, routines, and basic processes of classrooms, schools, and districts

1.12 Module Citation

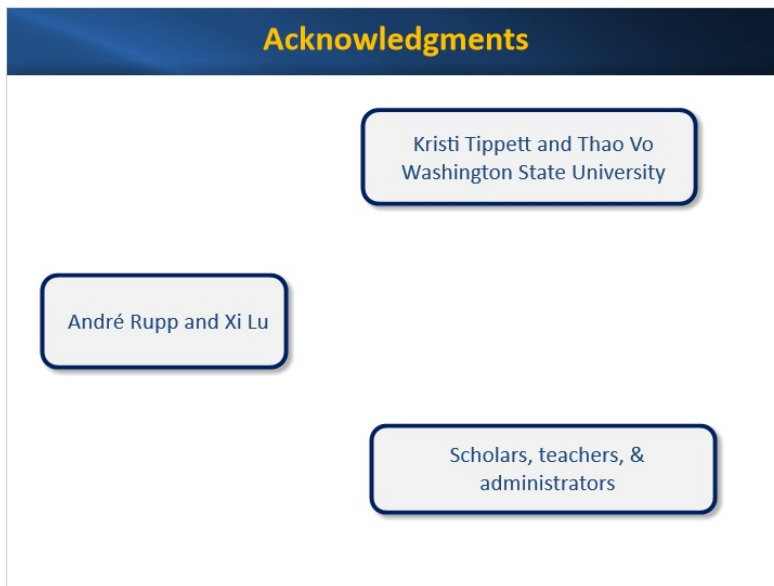
Module Citation

Gotch, C. (2021). Supporting decisions with assessment (Digital ITEMS Module 22). *Educational Measurement: Issues and Practice*, 40(1), XX-XX.



FREE WEB RESOURCES

1.13 Acknowledgments



A slide titled "Acknowledgments" with a dark blue header. The content is displayed in three light blue rounded rectangular boxes with dark blue borders. The first box at the top right contains the text "Kristi Tippett and Thao Vo" and "Washington State University". The second box on the left contains the text "André Rupp and Xi Lu". The third box at the bottom right contains the text "Scholars, teachers, & administrators".

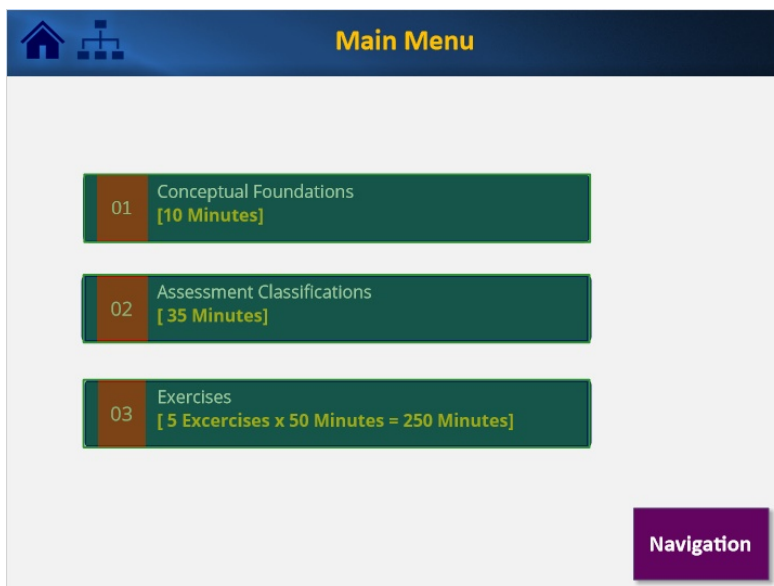
Acknowledgments

Kristi Tippett and Thao Vo
Washington State University

André Rupp and Xi Lu

Scholars, teachers, &
administrators

1.14 Main Menu



A slide titled "Main Menu" with a dark blue header. The header includes a home icon and a tree icon on the left, and the title "Main Menu" on the right. The main content area is light gray and contains three green rectangular boxes with orange borders, each representing a menu item. The first item is "01 Conceptual Foundations [10 Minutes]". The second item is "02 Assessment Classifications [35 Minutes]". The third item is "03 Exercises [5 Exercises x 50 Minutes = 250 Minutes]". In the bottom right corner, there is a purple rectangular button with the text "Navigation".

Main Menu

01 Conceptual Foundations
[10 Minutes]

02 Assessment Classifications
[35 Minutes]

03 Exercises
[5 Exercises x 50 Minutes = 250 Minutes]

Navigation

Navigation Help (Slide Layer)



1.15 Module Cover (END)



2. Section 1: Conceptual Foundations

2.1 Cover: Section 1

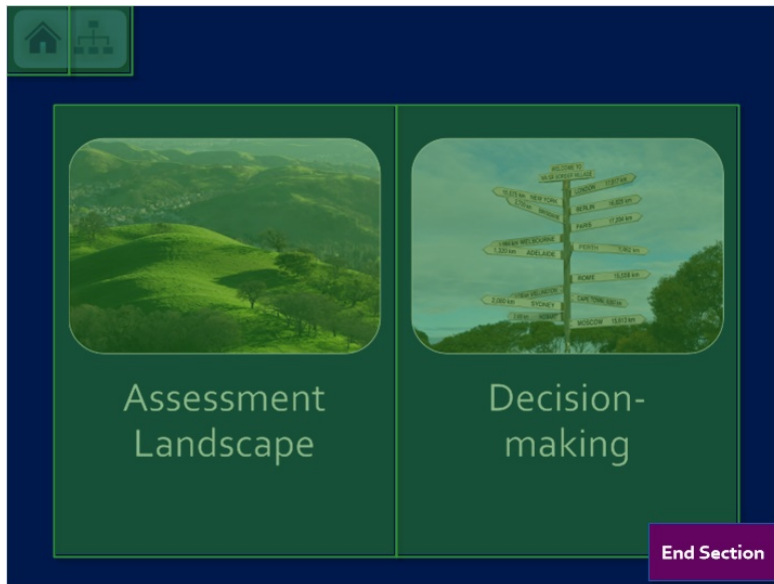


2.2 Objectives: Section 1

The Learning Objectives slide has a dark blue header with a house icon and the text "Learning Objectives". Below the header is a target icon with an arrow in the bullseye. Below the target are four numbered objectives in rounded rectangular boxes:

1. Describe prominent contexts and dynamics that relate to contemporary student assessment.
2. State example decisions faced by teachers and administrators.
3. Describe what is meant by the timing, developer, and grain size of information provided by a form of assessment.
4. State how these assessment characteristics relate to decision-making.

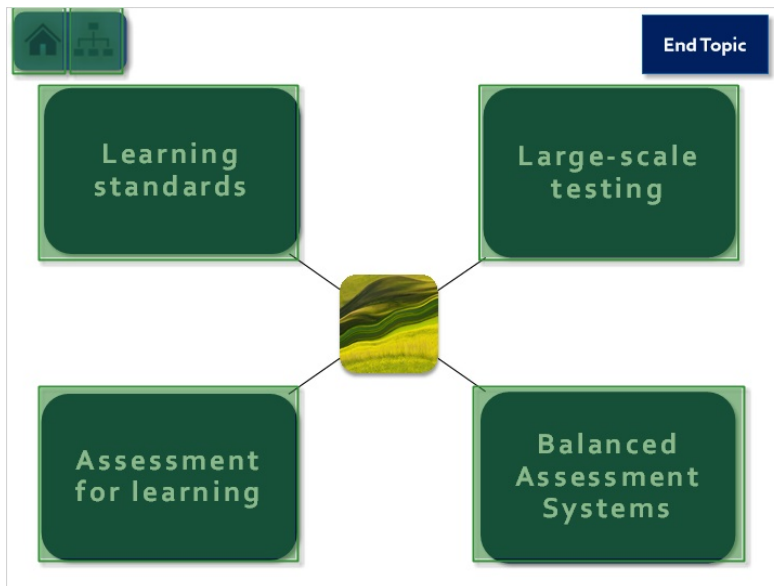
2.3 Topic Selection (Main)



2.4 Bookmark: Assessment Landscape



2.5 Topic Selection (Landscape)



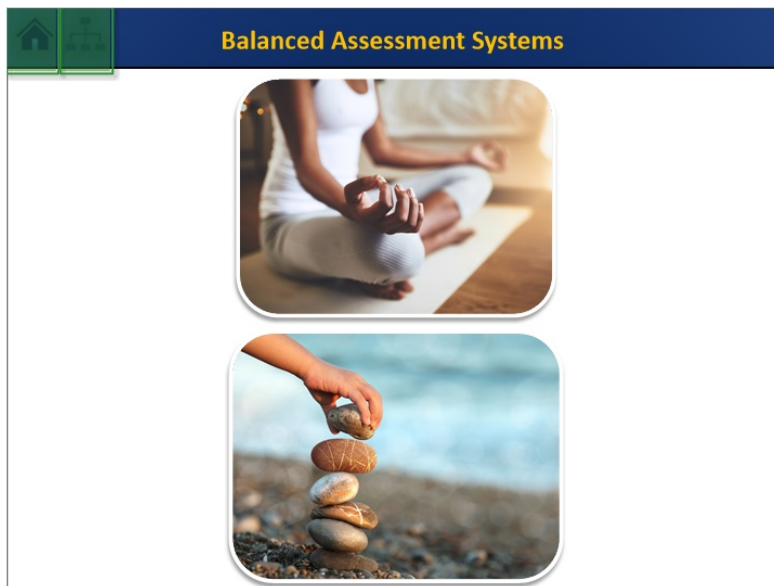
2.6 Learning Standards



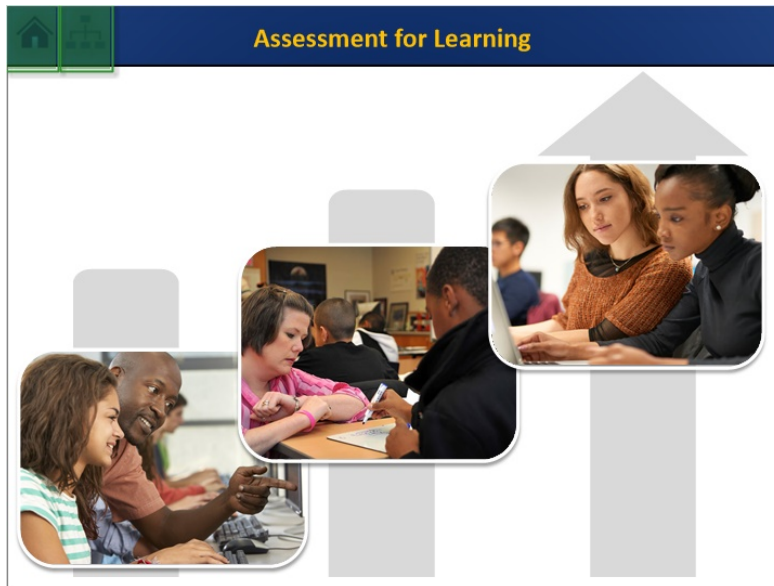
2.7 Large-scale Testing



2.8 Balanced Assessment Systems



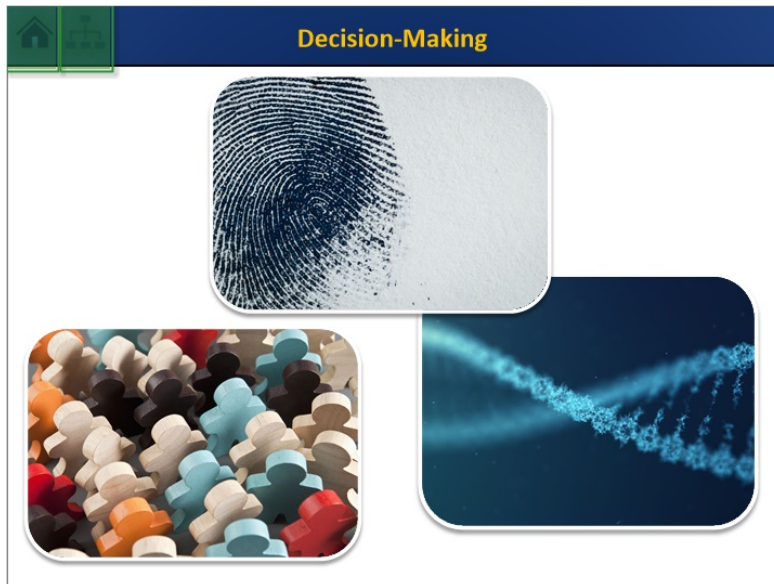
2.9 Assessment for Learning



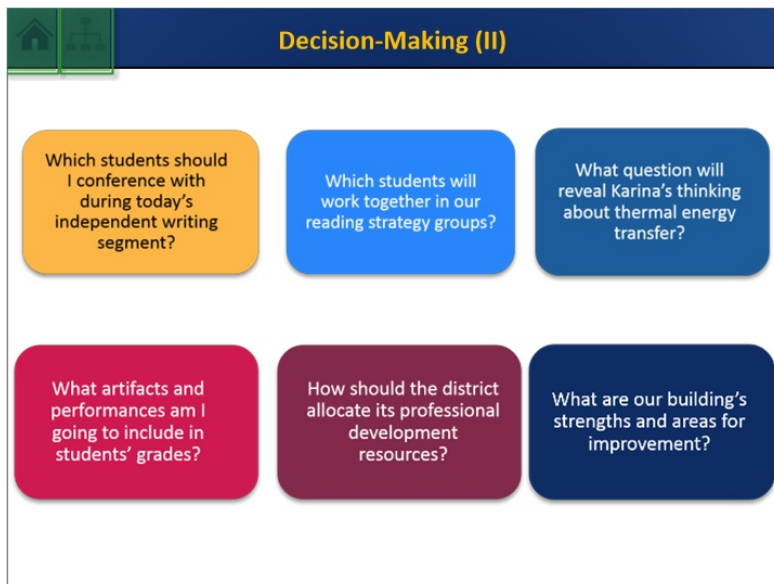
2.10 Bookmark: Decision-making





2.11 Decision-making



2.12 Decision-Making (II)

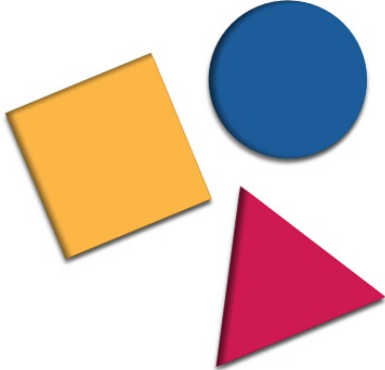


2.13 Decision-Making (III)





Decision-Making (III)


Different decisions need different forms of assessment





2.14 Assessment Characteristics



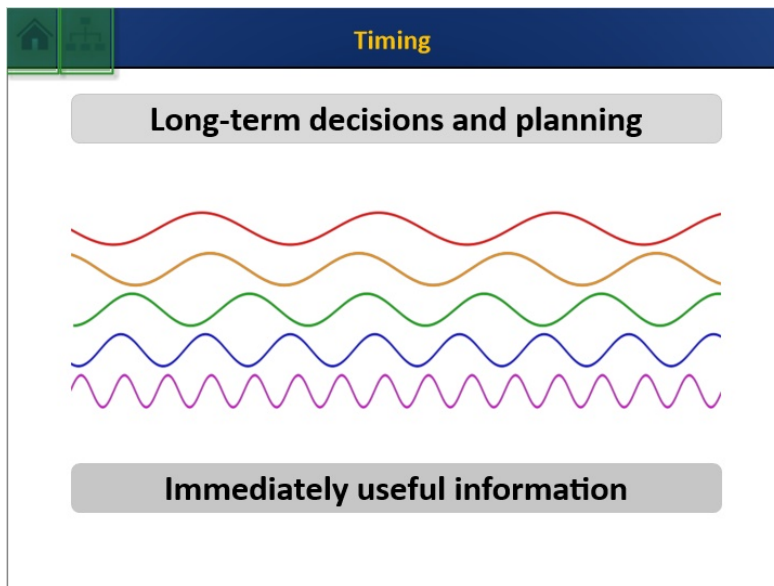
Assessment Characteristics

 Timing

 Developer

 Grain Size

2.15 Timing



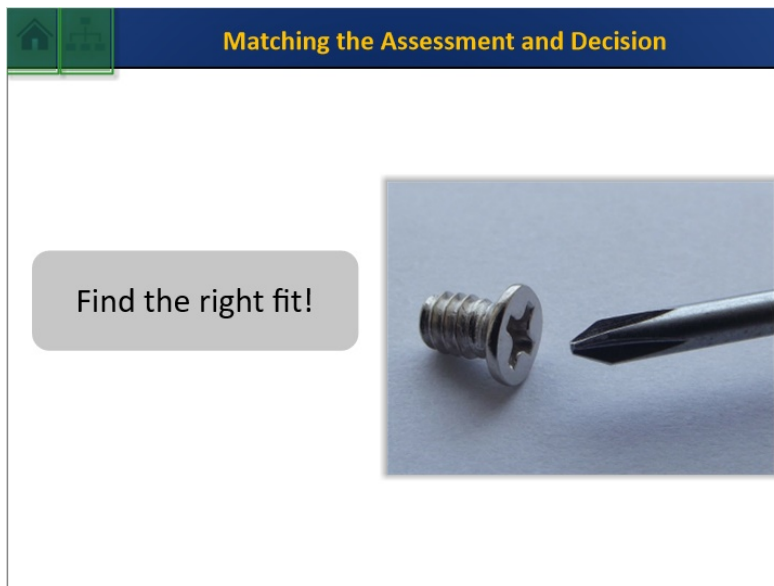
2.16 Developer



2.17 Grain Size



2.18 Matching Assessment & Decision

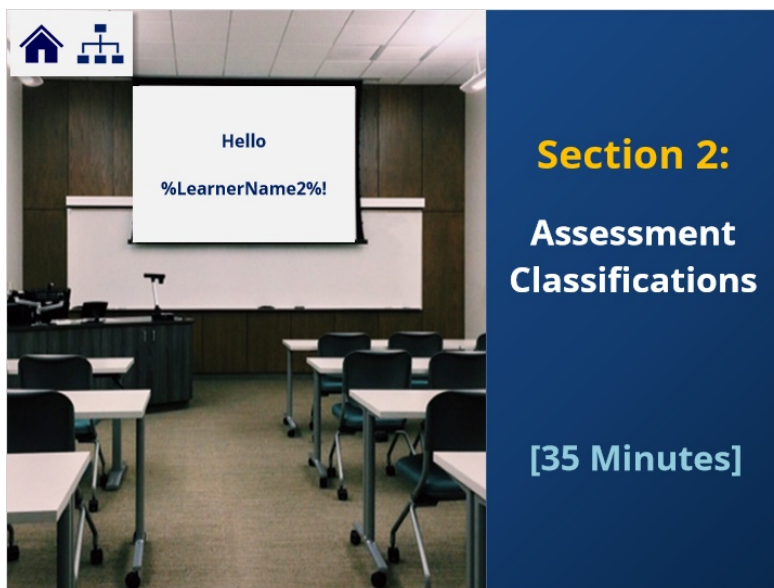


2.19 Bookend: Assessment for Learning





3. Section 2: Assessment Classifications


3.1 Cover: Section 2



3.2 Objectives: Section 2

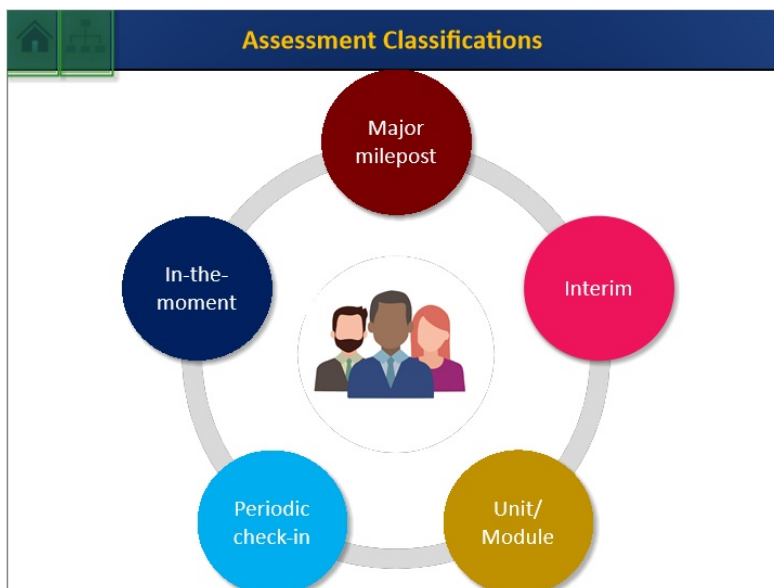


Learning Objectives



1. Name and define primary classifications of assessment.
2. Name and describe example forms of assessment within each classification.
3. Categorize decisions in terms of how well they fit a particular form of assessment.

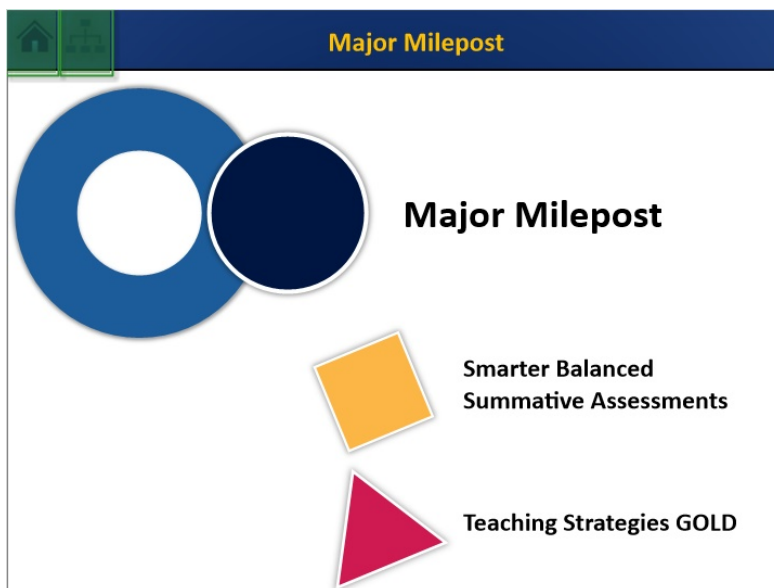
3.3 Topic Selection (Main)



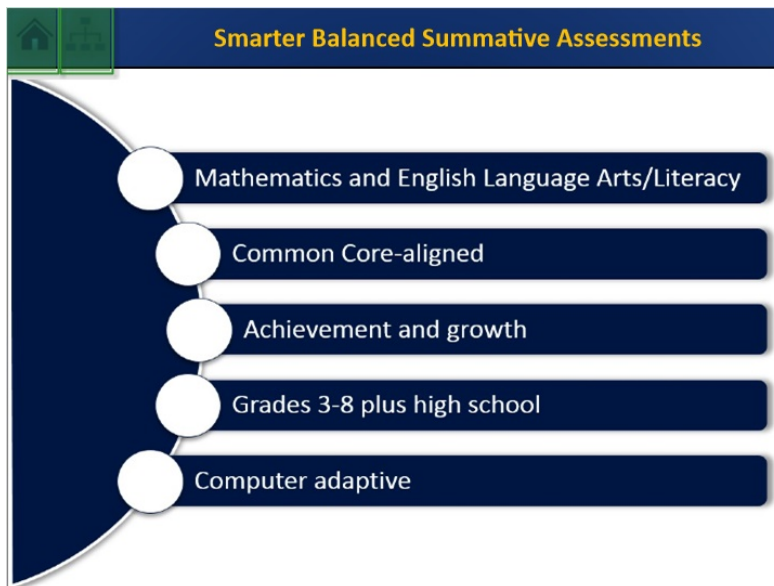
3.4 Bookmark: Major Milepost



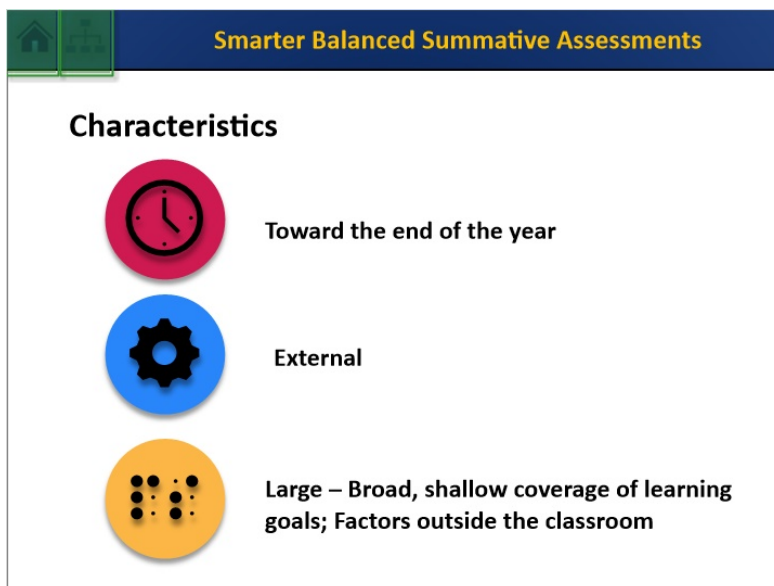
3.5 Major Milepost





3.6 Smarter Balanced Summative Assessments



3.7 Smarter Balanced Summative Assessments II




3.8 Smarter Balanced Summative Assessments III




Smarter Balanced Summative Assessments

Decisions



Supported well:



- State- and district-level curriculum and instructional strategies
- Identification of professional development needs



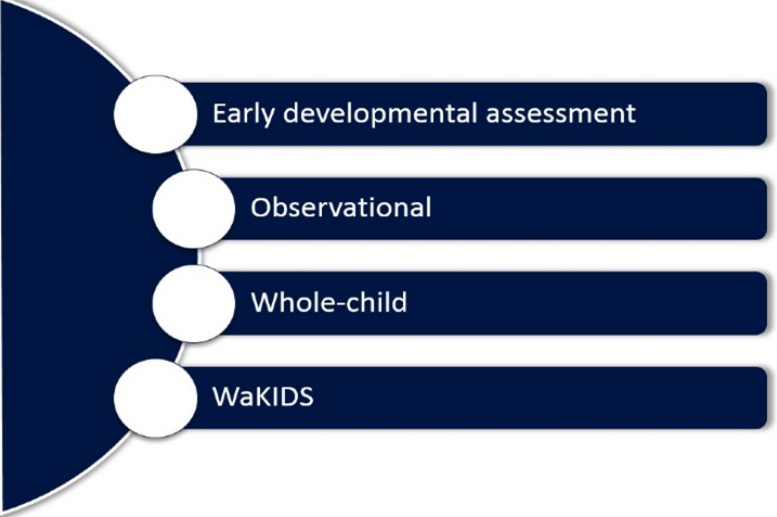
Supported poorly:

- Instructional actions for the specific test-takers
- Lesson planning details
- Student promotion/retention
- Teacher evaluation

3.9 Teaching Strategies GOLD





Teaching Strategies GOLD



The diagram shows a dark blue funnel on the left with four white circles at its opening. To the right of each circle is a dark blue horizontal bar containing white text. The text in the bars, from top to bottom, is: 'Early developmental assessment', 'Observational', 'Whole-child', and 'WaKIDS'.


- Early developmental assessment
- Observational
- Whole-child
- WaKIDS

3.10 Teaching Strategies GOLD II




Teaching Strategies GOLD


Characteristics



Beginning of kindergarten for all students, repeated for some students





External




Large, but focused on key developmental attributes

3.11 Teaching Strategies GOLD III




Teaching Strategies GOLD

Decisions



Supported well:

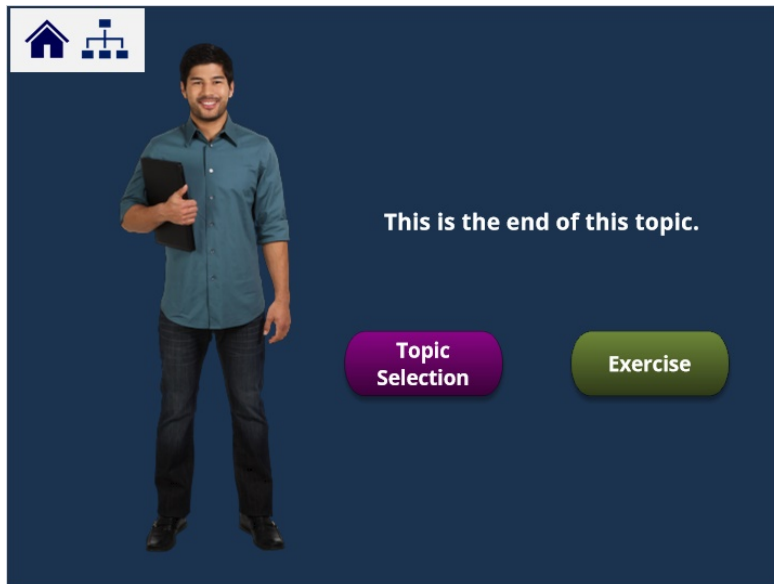
- Placement into instructional groups
- Identifying students for intervention
- Communication with family



Supported poorly:

- Specific intervention steps
- Determining a student's potential for achievement

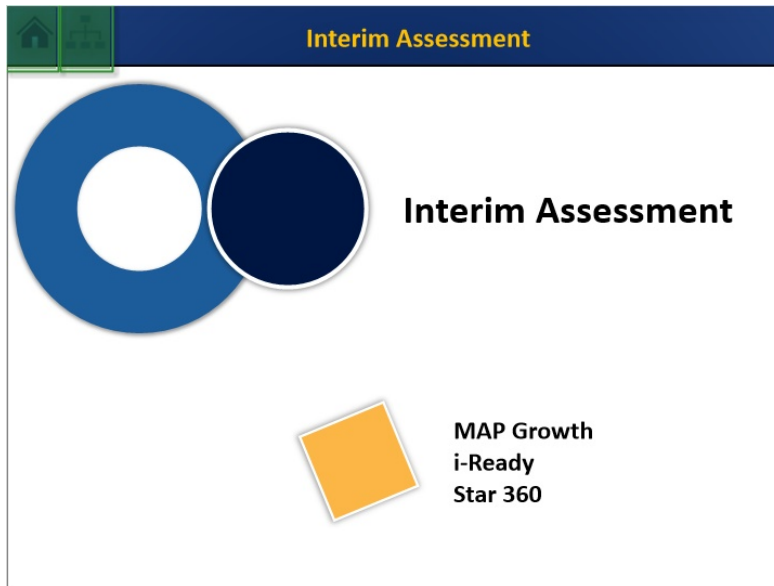
3.12 Bookend:Major Milepost



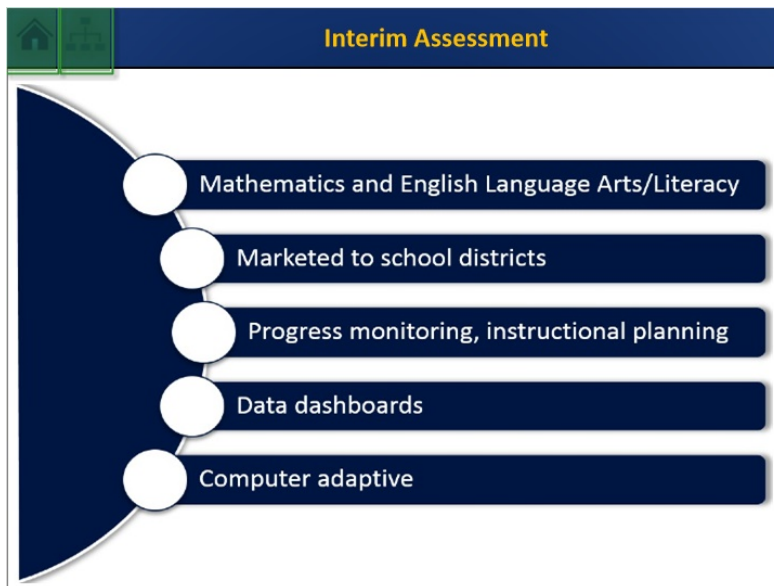
3.13 Bookmark: Interim Assessment





3.14 Interim Assessment



3.15 Interim Assessment II




3.16 Interim Assessment III




Interim Assessment


Characteristics



Fall, Winter, Spring





External




Medium-to-large – Provide strand-level performance

3.17 Interim Assessment IV




Interim Assessment

Decisions



Supported well:

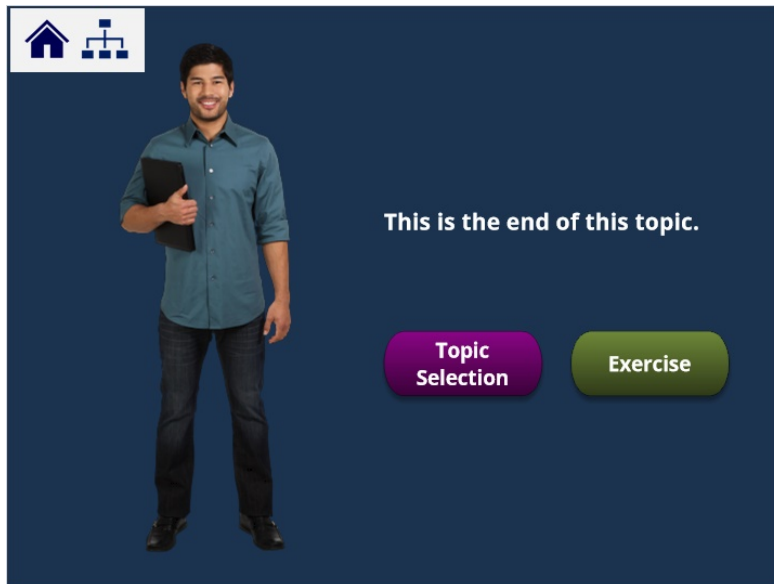
- Identification of broad learning needs
- Classroom assessment reflection of learning standards achievement*
- Progress toward learning standards*
- Communication to families about at-home strategies



Supported poorly:

- Diagnosis of specific student understandings and needs
- Lesson planning details
- Teacher evaluation

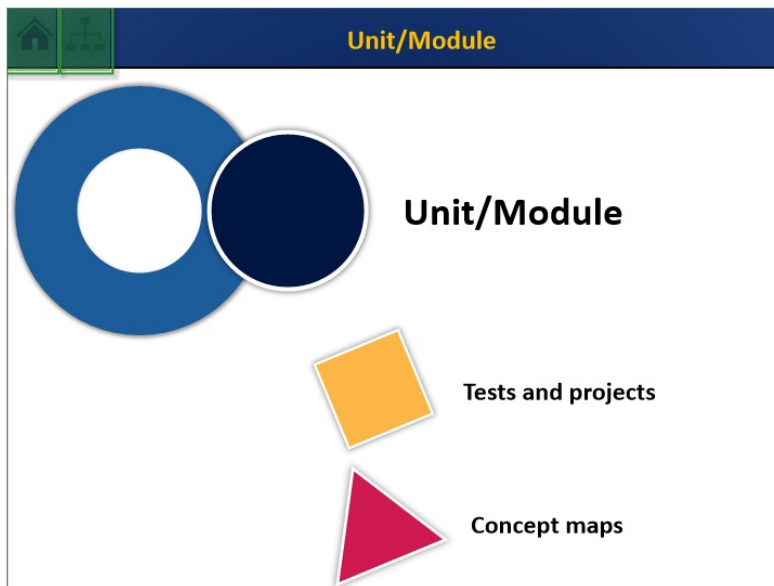
3.18 Bookend:Interim Assessment



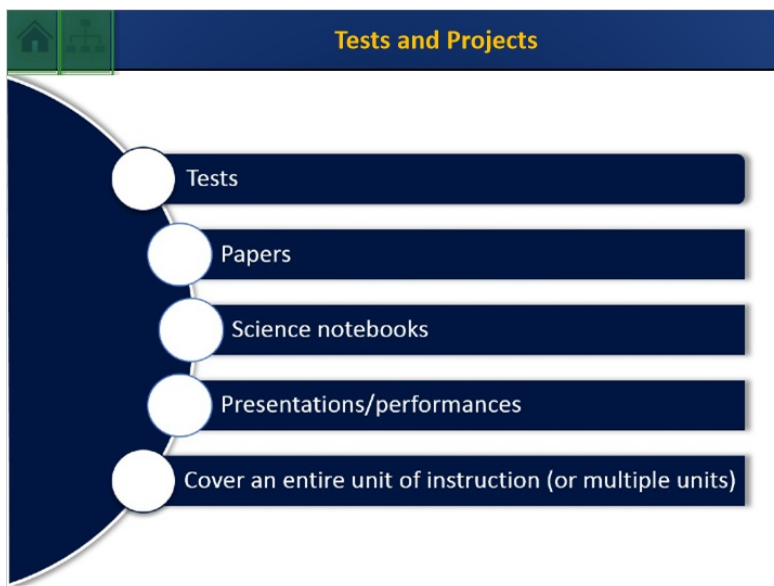
3.19 Bookmark: Unit / Module





3.20 Unit/Module



3.21 Tests and Projects




3.22 Tests and Projects II




Tests and Projects


Characteristics



Completed at/by the end of a unit of instruction





Internal/External




Small to medium – Unit learning goals

3.23 Tests and Projects III




Tests and Projects

Decisions



Supported well:

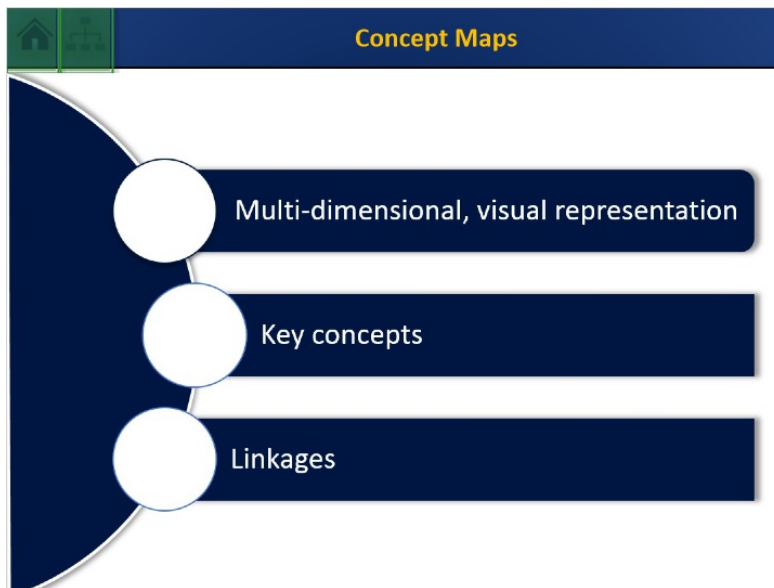
- Certify learning/achievement for a unit (grading)
- Instructional approach for next time
- Determination of progress on learning standards that are threaded through the year



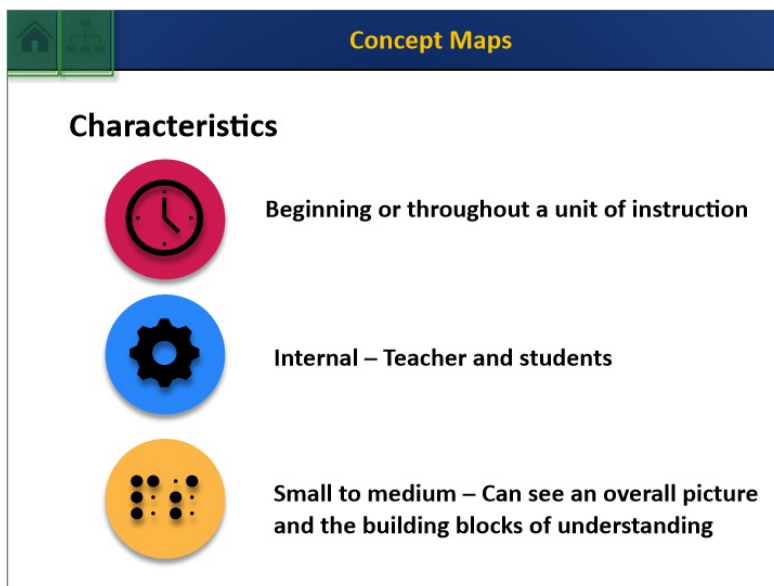
Supported poorly:

- What to teach tomorrow



3.24 Concept Maps



3.25 Tests and Projects II




3.26 Concept Maps III




Concept Maps

Decisions



Supported well:


- Guidance to students to focus learning
- Adjustments to instructional planning



Supported poorly:

- Grading*

3.27 Bookend:Unit/Module



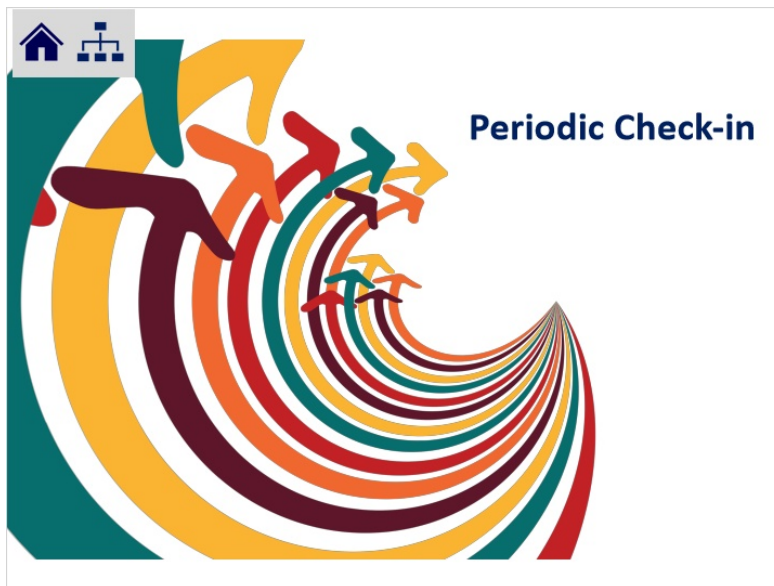


This is the end of this topic.

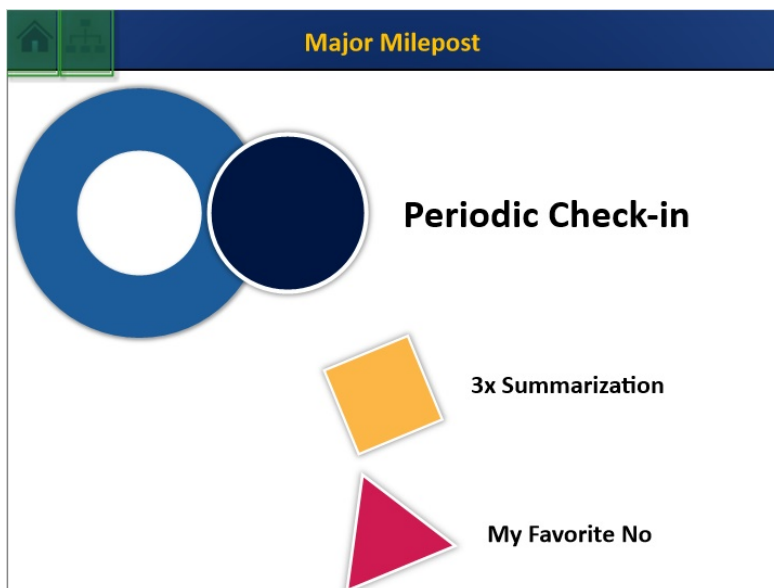
Topic Selection

Exercise

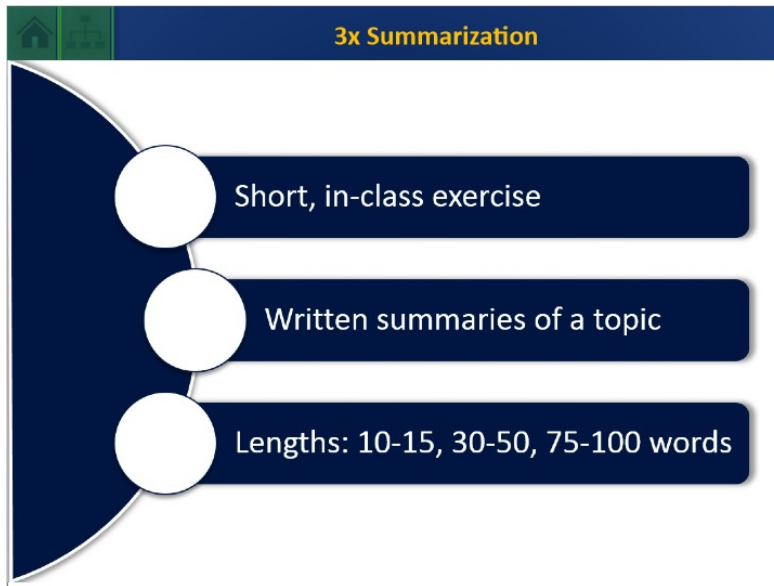
3.28 Bookmark: Periodic Check-in



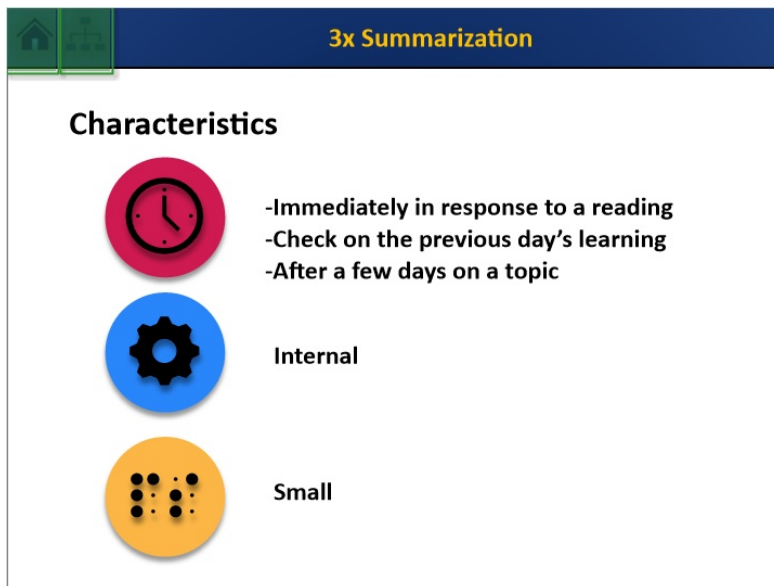
3.29 Periodic Check-in





3.30 3x Summarization



3.31 3x Summarization II




3.32 3x Summarization III




3x Summarization

Decisions



Supported well:



- What and how to re-teach from a recent lesson
- How to arrange small-group or peer-to-peer instruction



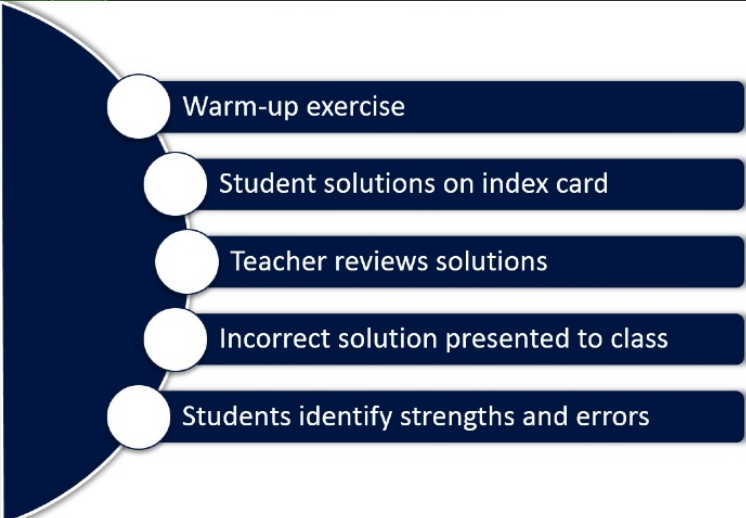
Supported poorly:

- Grading*
- School, district, state evaluation of student achievement

3.33 My Favorite No





My Favorite No




- Warm-up exercise
- Student solutions on index card
- Teacher reviews solutions
- Incorrect solution presented to class
- Students identify strengths and errors

3.34 My Favorite No II




My Favorite No


Characteristics



As frequently as daily





Internal – Teacher and students




Small – Emerging understandings and problem-solving strategies

3.35 My Favorite No III




My Favorite No

Decisions



Supported well:

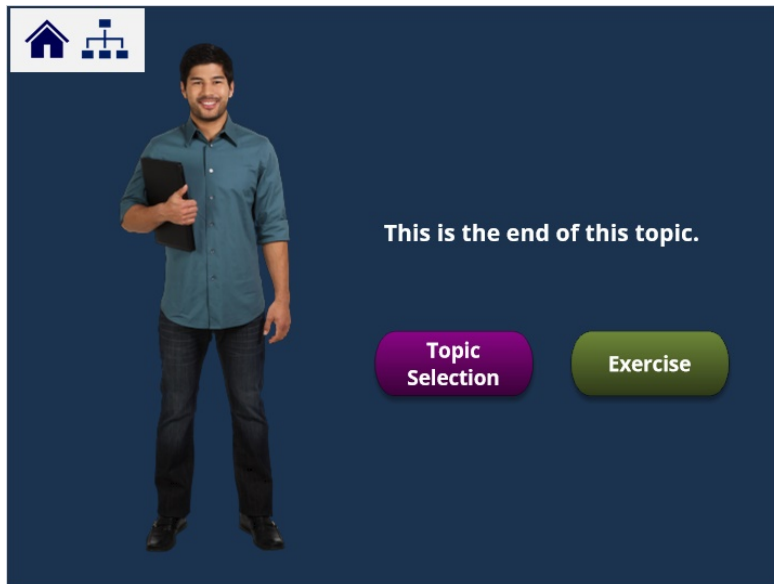
- What and how to re-teach from a recent lesson
- How to support and motivate students by acknowledging success within failure



Supported poorly:

- Grading (any kind of summative certification of learning/achievement)

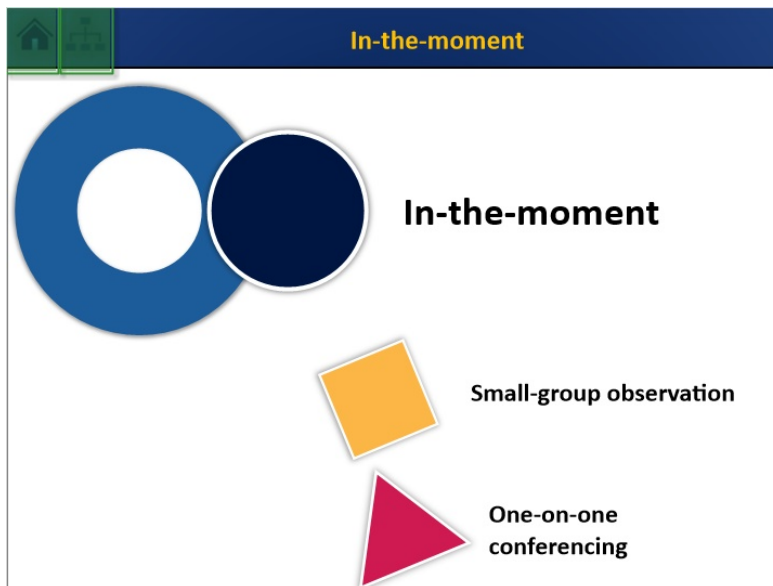
3.36 Bookend: Periodic Check-in



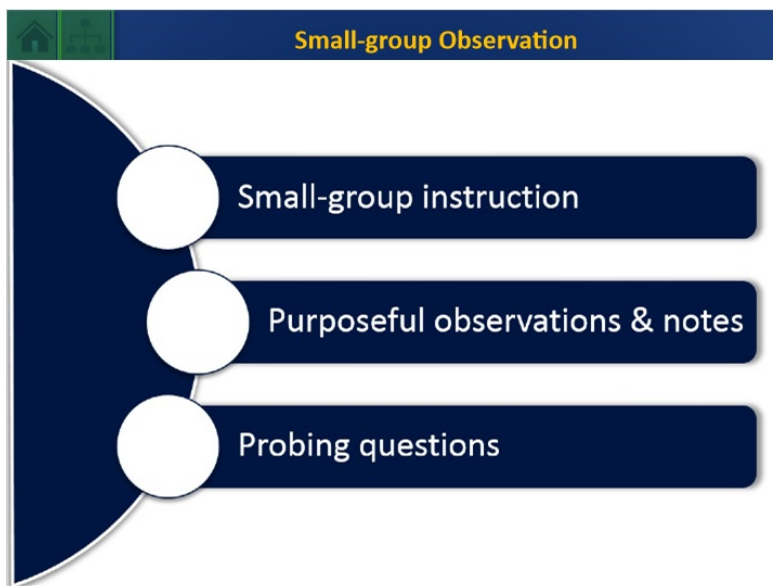
3.37 Bookmark: In-the-moment





3.38 In-the-moment



3.39 Small-group Observation




3.40 Small-group Observation II




Small-group Observation


Characteristics



Toward the beginning or middle of a lesson/
unit





Internal - Teacher-developed protocols




Small to very small

3.41 Small-group Observation III




Small-group Observation

Decisions



Supported well:

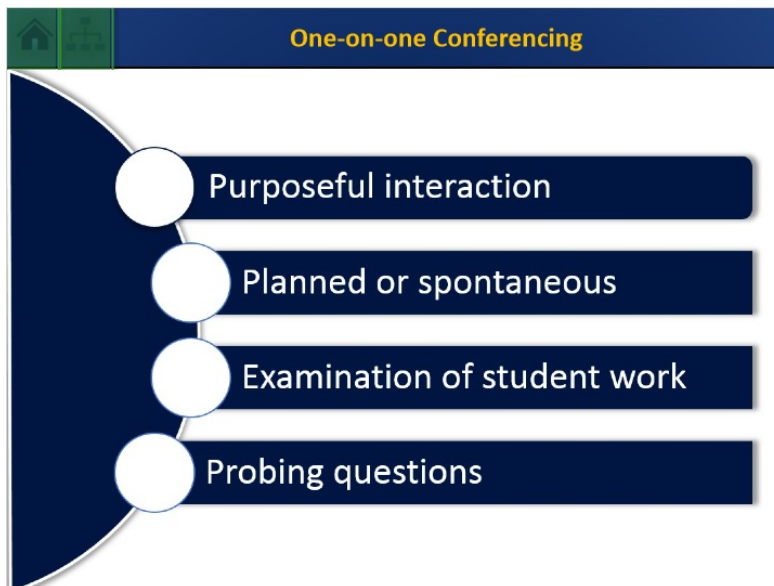
- Framing a debriefing conversation after the activity
- Fine-tuning lesson plans for the next few days



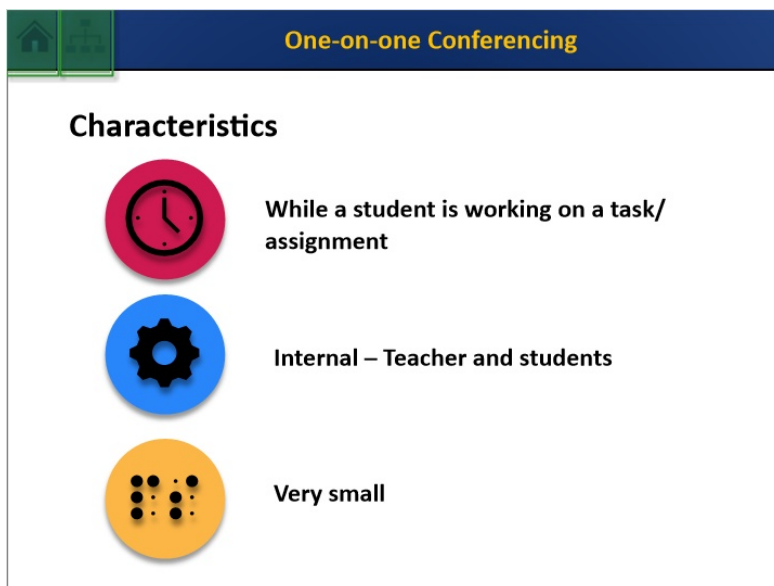
Supported poorly:

- Grading (any summative certification of learning/achievement)



3.42 One-on-one Conferencing



3.43 One-on-one Conferencing II




3.44 One-on-one Conferencing III




One-on-one Conferencing

Decisions



Supported well:



- Instructional focus/supports to provide the student (immediate next steps)




Supported poorly:

- Grading (any kind of summative certification of learning/achievement)

3.45 Bookend: In-the-moment





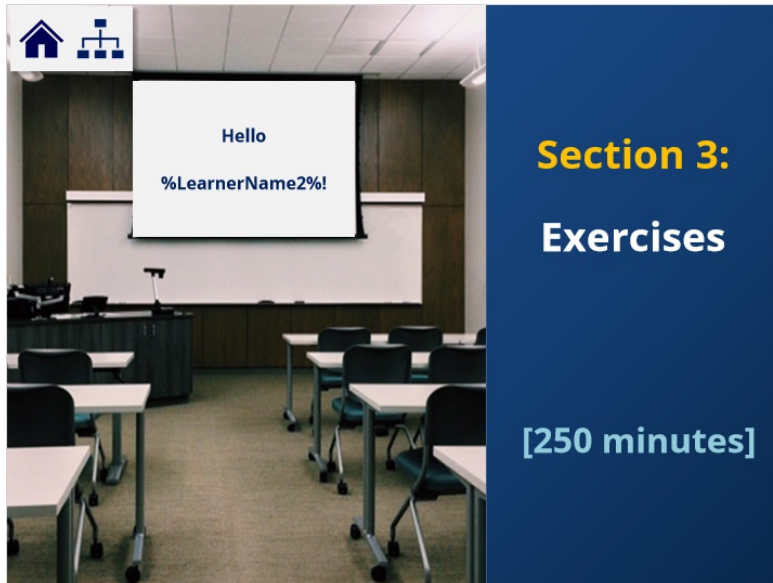
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Topic Selection

Exercise

4. Section 3: Exercises

4.1 Cover: Section 3





4.2 Objectives: Section 3

Learning Objectives

1. Apply the defining characteristics of different assessment forms to support common educational decisions.
2. Connect learning module content to your professional judgment as an educator.



4.3 Exercise Instructions and Resources



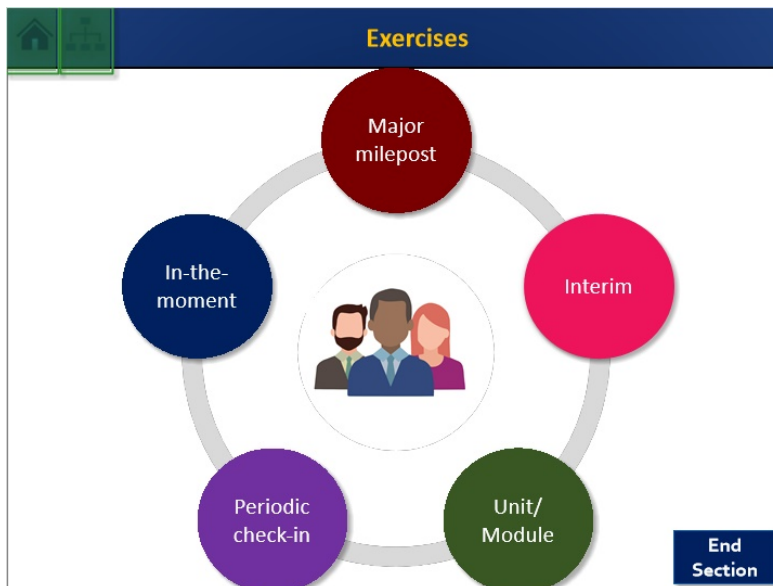
Resources List for Exercises

Download the exercise instructions and resources in **one ZIP folder** from the **Resource** section of the player and work from there.

Alternatively, follow the **slides in this section** and use the **links** on them.



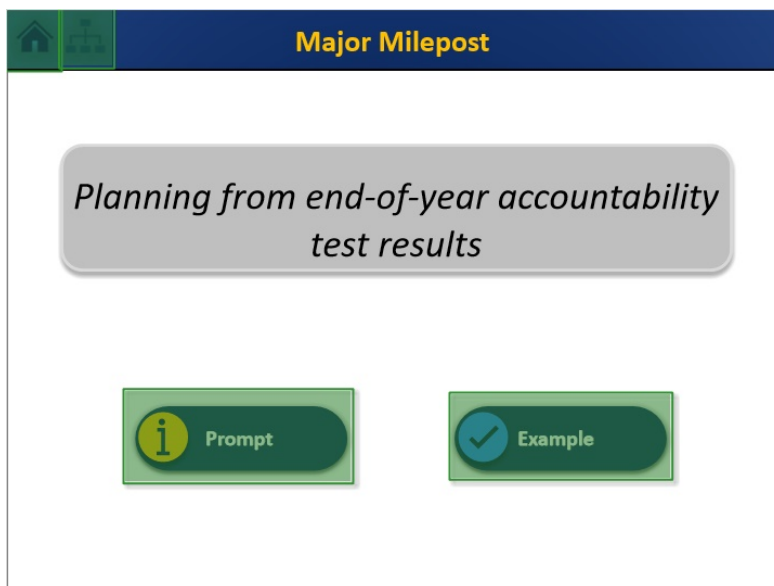
4.4 Exercises Selection



4.5 Bookmark: Major Milepost





4.6 Major Milepost



4.7 Major Milepost: Prompt I

Major Milepost: Prompt (I)

Imagine you are a teacher or administrator focused on the **middle grades**.

To fulfill state and federal requirements, students across your district take an end-of-year standardized test developed by the Smarter Balanced Assessment Consortium (SBAC).

4.8 Major Milepost: Prompt (II)

Major Milepost: Prompt (II)

Below shows aggregate performance on the mathematics portion of this test for **sixth-graders** in your district over the last few years.

The tables reveal that students often meet standards of proficiency in three areas of the test (“claims” in SBAC terminology), but **more often fall short in *Communicating Reasoning***.

Concepts and Procedures			
	Below Standard	Near Standard	Above Standard
2017-18	13.3%	18.4%	68.3%
2018-19	13.6%	19.0%	67.4%
2019-20	12.8%	18.7%	68.5%
2020-21	13.0%	18.9%	68.1%

Problem Solving			
	Below Standard	Near Standard	Above Standard
2017-18	12.7%	17.1%	70.2%
2018-19	12.3%	16.4%	71.3%
2019-20	13.4%	16.8%	69.8%
2020-21	12.6%	17.3%	70.1%

Communicating Reasoning			
	Below Standard	Near Standard	Above Standard
2017-18	24.5%	35.0%	40.5%
2018-19	28.1%	32.3%	39.6%
2019-20	27.8%	33.8%	38.4%
2020-21	25.5%	34.7%	39.8%

Modeling/Data Analysis			
	Below Standard	Near Standard	Above Standard
2017-18	14.5%	21.0%	64.5%
2018-19	10.0%	20.7%	69.3%
2019-20	14.7%	19.8%	65.5%
2020-21	13.1%	20.2%	66.7%

4.9 Major Milepost: Prompt (III)



Major Milepost: Prompt (III)

Outline an investigation into **potential causes** for this persistent outcome, and **hypothesize decisions** that could be made based on various findings of an investigation.



Use the links below and any other resources you may have, in your planning.

- [Smarter Balanced video for understanding the Summative Assessment](#)
- [Smarter Balanced Mathematics Summative Assessment Test Blueprint](#)
- [Smarter Balanced Interpretive Guide](#)
- [Common Core Standards for Mathematics](#)



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

4.10 Major Milepost: Response (I)





Major Milepost: Response (I)

Brainstorm **potential causes** for the Communicating Reasoning area to see lower performance than the other ELA areas. This effort might produce questions such as:

- Is there a **gap or misalignment** in the math curriculum?
- Are instructional practices **ineffective**?
- Do teachers report **low confidence** in their ability to teach the communication of reasoning effectively?
- Are there **shortcomings or other problems** in the test items?

4.11 Major Milepost: Response (II)





Major Milepost: Response (II)

To address these questions, organize a **committee of teachers** to be tasked with carrying out the investigation. Specific tasks for this committee would include:

- Identifying **the specific learning standards** associated with the Communicating Reasoning domain.
- Locating a **test blueprint and/or other documentation** of SBA content.
- Studying **the curriculum for alignment to the standards and to the test items**, in terms of both relevance (i.e., does the curriculum focus on the same things as the standards and test?) and representativeness (i.e., does the curriculum thoroughly cover the content of the standards and test?).
- Reviewing **the professional literature** to identify best instructional practices for the communication of reasoning.
- Engaging in a **lesson study**, surveying teachers **for confidence levels**, and observing **current instructional practices**.
- Reviewing **existing support and guidance for SBA score use**, including any review of item bias.

4.12 Major Milepost: Response (III)

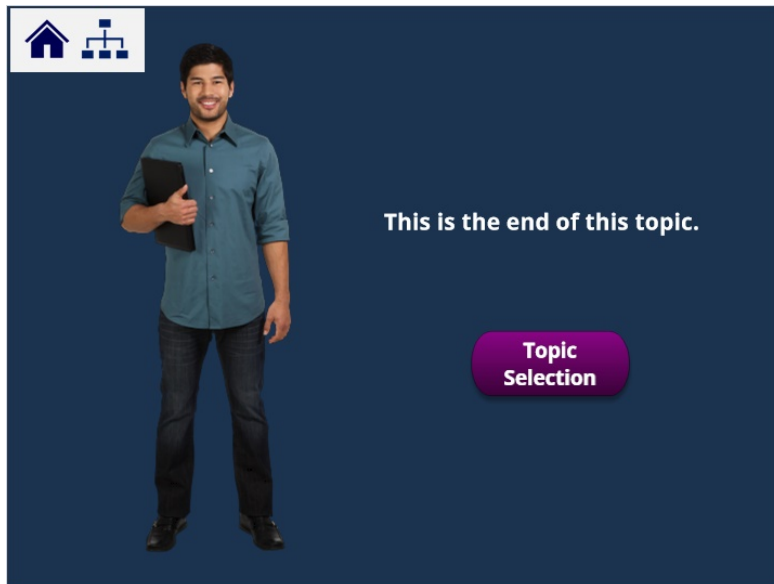


Major Milepost: Response (III)

Identify the extent to which each of the following issues is relevant, and then respond accordingly.

- **Curriculum issue** - Organize a committee of teachers to align the curriculum to address the learning standards more thoroughly and directly in Communicating Reasoning.
- **Instructional/confidence issue** - Communicate findings and needs to administration personnel who are responsible for providing professional development for teachers. Start with ensuring deep content knowledge among educators. Then attend to specific strategies, such as: math talk, probing questions, authentic and varied instructional and assessment tasks; use of manipulatives, collaboration, differentiation, and scaffolding.
- **Suspected test-item issue** - Reach out to measurement/testing specialists to assist in an item analysis to determine if any validity or bias issues may exist for this domain in the local context. If such issues are suspected, consider the potential effectiveness of strategies listed in the two bullet points above. Also contextualize the results and advocate for a different, more appropriate form of accountability assessment.



4.13 Bookend:Major Milepost



4.14 Bookmark: Interim Assessment





4.15 Interim





Interim Assessment

Communicating Test Scores
to Parents

 Prompt


 Example

4.16 Interim Assessment : Prompt (I)



Interim Assessment : Prompt (I)

Interim assessment reports of student performance are a common part of **parent-teacher conferences in the elementary grades** in the United States.



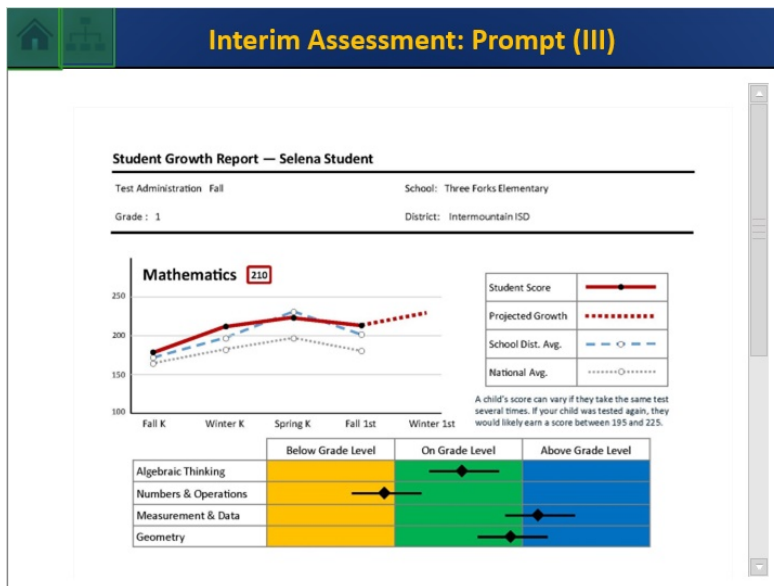
4.17 Interim Assessment : Prompt (II)

Interim Assessment : Prompt (II)



- Selena is a **1st-grader**. She completed the interim assessment **at the beginning of the school year** (i.e., within the first three weeks).

- The report shows her scores in **Mathematics and Reading** for this test administration as well as the three administrations from kindergarten. The report shows **total scores**, with some comparisons to **peer student groups**, and markers that convey Selena's performance in relation to **grade-level expectations** (for fall administration) on different content strands within Mathematics and Reading.

4.18 Interim Assessment: Prompt (III)




4.19 Interim Assessment : Prompt (IV)





Interim Assessment : Prompt (IV)

- Imagine that **you are Selena's teacher**, and are **preparing for upcoming parent-teacher conferences**, approximately two months into the school year.
- Consider **major takeaways** from the report, what it might say and not say about Selena, and the best way to communicate with Selena's family.




4.20 Interim Assessment : Response (I)





Interim Assessment : Response (I)

- Most interim assessment reports provide **a lot of information that you will not need** in your discussion with the family.
- For example, testing professionals recognize that no test is perfect, and it is very important to them to **communicate the amount of uncertainty** around each test score. That is why on this report you see a statement about a range for the total score and those little wings coming off the markers for strand-level scores.
- This information can be very important, for example, when you are deciding whether or not a student is eligible for special services, but it is **less important when you are talking with families about general performance in school**.
- The best thing to recognize-and maybe convey to parents-is that children will **have good days and bad days**, and the report tries to capture that.



A child's score can vary if they take the same test several times. If your child was tested again, they would likely earn a score between 195 and 225.

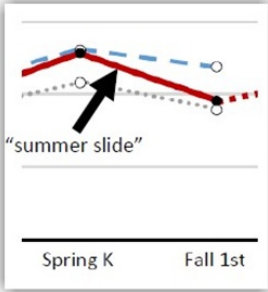
4.21 Interim Assessment : Response (II)



Interim Assessment : Response (II)



How is Selena doing?

- The report provides a score for Mathematics, 210, and for Reading, 195.
- Selena demonstrated **some progress** in both Math and Reading last year, and then **had a drop in scores** to start 1st grade.
- This is a common phenomenon, known as the “**summer slide**” or “**summer slump**”.
- A summer slide is not necessarily something to be alarmed about, but it **can help us plan our communication**.



Spring K Fall 1st

4.22 Interim Assessment : Response (III)





Interim Assessment : Response (III)

Where does Selena need improvement?

If we look at the strand-level information beneath the Reading graph, we see Selena's weakest area appears to be **Informational Text**, followed by **Literature**. **Foundational Skills and Writing** look to be strongly on-grade-level.

	Below Grade Level	On Grade Level	Above Grade Level
Foundational Skills		●	
Informational Text	●		
Writing		●	
Literature	●		

4.23 Interim Assessment : Response (IV)





Interim Assessment : Response (IV)

Where does Selena need improvement?

- Do the results of the interim assessment **align with what you have seen** of Selena over the last two months? Do they **confirm what you have seen**?
- If so, maybe you can **pair this report with an artifact from class**. If not, maybe your classroom assessment has been better aligned with state learning standards or more culturally responsive. Or maybe it hasn't and this is an opportunity to improve your classroom practice.
- Also consider that **in the early grades** it is common for test instructions and questions to be read to the student. If a student's listening skills are different than their reading skills, the test could **over- or underestimate their growth**. Use **what you know about the student** to help you navigate the report and summarize their test performance.

4.24 Interim Assessment : Response (V)





Interim Assessment : Response (V)

Where does Selena need improvement?

- The drop **was bigger in Reading than in Math**.
- It is common for test reports to provide information about peer groups. Use this information very carefully. Research has demonstrated that feedback that references peer groups, instead of learning goals, can **de-motivate students and lead to lower academic outcomes**.
- In this report, however, **it is helpful to see** that the peer groups **also demonstrated summer slides**.
- In Math, Selena's slide was actually **less than** in her peer groups.
- In Reading, her slide **was greater than** in her peer groups. So, as we are looking for an area of potential improvement to communicate to Selena's family, we might choose to focus on Reading.

4.25 Interim Assessment : Response (VI)





Interim Assessment : Response (VI)

What can I do to help?

- Focus on **Informational Text as an area of improvement**
- If we provide the family a strategy for this area, it should raise Selena's scores and maybe curb some of the summer slide, especially if the strategy is something that can **build academically oriented habits in the home**.
- To connect the Informational Text score to content, we can **look at relevant learning standards**.

4.26 Interim Assessment : Response (VII)





Interim Assessment : Response (VII)

What can I do to help?

The Common Core State Standards for Grade 1 include the following expectations for working with informational text:

- Ask and answer questions about key details
- Identify the main topic and retell key details
- Describe the connection between two individuals, events, ideas, or pieces of information
- Ask and answer questions to help determine or clarify the meaning of words and phrases
- Know and use various text features to locate key facts or information
- Distinguish between information provided by pictures/illustrations and information provided by words
- Use illustrations and details to describe key ideas
- Identify the reasons an author gives to support points
- Identify basic similarities in and differences between two texts on the same topic
- Read informational texts, with prompting and support


4.27 Interim Assessment : Response (VIII)





Interim Assessment : Response (VIII)

What can I do to help?

The Student Growth Report **does not tell us** which of these standards Selena struggles with the most, so we need to think about **what we see of Selena in the classroom**. Where have we seen her **demonstrate proficiency** with these skills? Where have we seen **less proficient demonstration**? Maybe we have seen that **locating key information and describing key ideas** can give Selena trouble.



4.28 Interim Assessment : Response (IX)





Interim Assessment : Response (IX)

What can I do to help?

We might provide options like the following to her family:

- **Go to the library** and let Selena pick a book on a topic she wants to learn about (e.g., a favorite animal). Then browse the book with her, and ask her what she thinks she will learn about.
- **Let Selena help in the kitchen.** Share a recipe with her, and have her help find the ingredients and measurements. She could also look for key words in the directions, like *cut* and *stir*.
- While reading with Selena, **use this question bank**:
 - Where is the table of contents?
 - What does it tell you?
 - How does that picture help you understand the words?
 - What does that word mean? Can you find it in the glossary?
 - What do you think the author wants you to know?

4.29 Interim Assessment : Response (IX)






Interim Assessment : Response (X)

What can I do to help?

- Providing a **hard copy of these at-home options-probably no more than two**-can help Selena's family remember them after they step outside your classroom.
- A **single page that can be taped to the refrigerator** and is **no more than three-quarters full of text** is generally well received.
- The better you know Selena and her family, the better you can tailor your recommendations and messaging to them.
- Think about how the interim assessment report can be a way for you **to be an ally and build a partnership with the family for the school year**.

4.30 Bookend:Interim Assessment





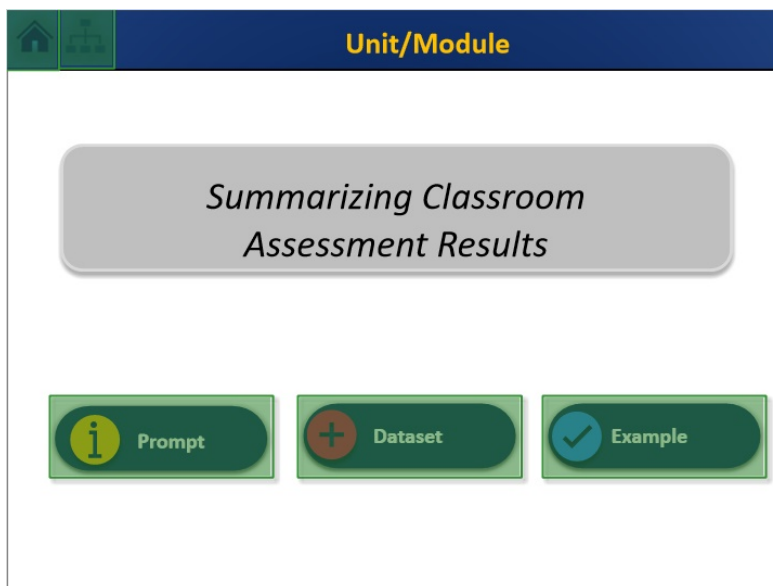
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Topic Selection



4.31 Bookmark: Unit / Module



4.32 Unit/Module




4.33 Unit/Module: Prompt (I)





Unit/Module: Prompt (I)

- Imagine it is the middle of the school year, and your students **have just completed a major project**. You have scored their work on a **4-point rubric** across four learning standards you aimed to address.
- Work with a dataset of assessment results to **develop summative statements of student learning**



4.34 Unit/Module: Dataset



Unit/Module: Dataset



The Dataset

- Include student ID numbers and each student's rubric scores.
- Download the file, and **re-name** columns B-E to match standards that are addressed in your content area (e.g., change "[standard1]" to "HS-LS1-4").
- Use the data **describe student performance** across the four learning standards, and **articulate a plan** for how you will use these data to support decisions in your classroom.

[Download the Dataset in Excel Format](#)

A	B	C	D	E
StudentID	[standard 1]	[standard 2]	[standard 3]	[standard 4]
002842	4	3	3	4
003775	3	2	3	3
004336	4	3	3	3
012806	4	4	4	4
020240	2	2	2	2
020414	1	1	2	1
020960	3	2	3	3
026355	4	3	4	4
033833	1	1	1	1
036744	2	1	2	1
039375	4	4	4	4
039718	2	1	2	2
040320	4	3	3	3
047561	3	2	2	2
049091	4	1	3	3
059954	3	2	2	2
067638	2	1	2	2
068761	4	3	3	4
072374	4	3	3	4
080461	1	1	1	1
087348	3	2	2	2
092177	3	2	3	3
092339	3	2	3	3
094421	2	1	2	1
097515	2	1	2	1

4.35 Unit/Module: Response (I)





Unit/Module: Response (I)

I chose to situate the assessment results in a recently completed project on **nutrition in an 8th grade Health and Fitness course**. Remaining units in the school year address **sexual health, social emotional health, and substance use and abuse**.

Recently Completed Unit	Upcoming Units
Nutrition	<ul style="list-style-type: none">• Sexual Health• Social Emotional Health• Substance Use and Abuse

4.36 Unit/Module: Response (II)



Unit/Module: Response (II)

The four state learning standards addressed by the project

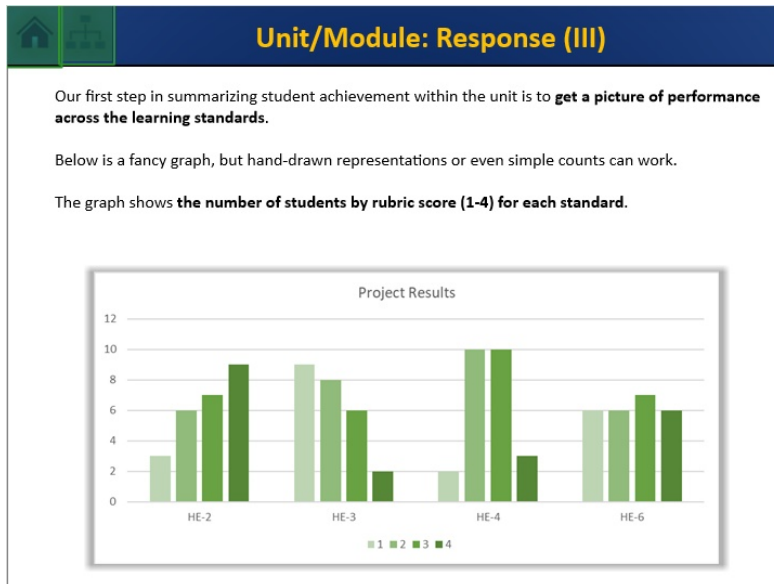
HE-2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.

HE-3: Students will demonstrate the ability to access valid information and products and services to enhance health.

HE-4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

HE-6: Students will demonstrate the ability to use goal-setting skills to enhance health.

4.37 Unit/Module: Response (III)



4.38 Unit/Module: Response (IV)



Unit/Module: Response (IV)

HE-3 shows up in each of the remaining units through expectations that students will be able to:

- 1) identify medically accurate resources about contraceptive methods, STDs/HIV, and pregnancy
- 2) identify valid and reliable emotional and mental and behavioral health supports and services
- 3) compare and contrast sources of information on substance use
- 4) investigate local services for those affected by substance abuse.

I will be looking through my unit and lesson plans to make sure that I am giving students sufficient developmental opportunities related to these learning goals, maybe **shifting the plans to give a little more emphasis.**

4.39 Unit/Module: Response (V)





Unit/Module: Response (V)

- Students **performed the best** in relation to **HE-2**. That learning standard had the most students achieving the highest level of proficiency and few students placing in the lowest level of proficiency.
- HE-3 **showed the opposite pattern**. It seems a lot of students are still progressing in this area.
- HE-4 and HE-6 were **a mixed bag**. On HE-4, many of the students scored in the middle of the grading scale, whereas HE-6 saw even performance across the score range.

While I will continue to address each of the learning standards as they are relevant in the remaining units, including standards that were not addressed by the nutrition project, it seems **some additional emphasis on HE-3, HE-4, and HE-6 is warranted**. (If this pattern has been shown in previous coursework, then the evidence is stronger.) The state provides additional guidance and articulation of these standards by content area.


4.40 Unit/Module: Response (VI)





Unit/Module: Response (VI)

HE-4 only appears in the social emotional health unit, with an expectation that students demonstrate ways to manage or resolve interpersonal conflict.

Since student performance on the project suggested that **many students are right around the boundary of proficiency** (i.e., levels 2 and 3), I might think about **ways to involve the students in some higher-order thinking** around conflict resolution, to draw them up toward level 4.



4.41 Unit/Module: Response (IX)




Unit/Module: Response (VII)

Turning focus to HE-6, I see that in sexual health, students should be able to **develop a plan** to communicate and maintain personal boundaries and values.



In the substance use and abuse unit, students will be expected to **describe short- and long-term legal consequences of substance use and the effects on personal goals**.


Since the project grades showed larger numbers of students doing poorly or doing very well, I will look at my lesson plans to see **if there are opportunities to pair students for collaborative learning**.



Download the Example
in PDF Format

4.42 Bookend: Unit/Module

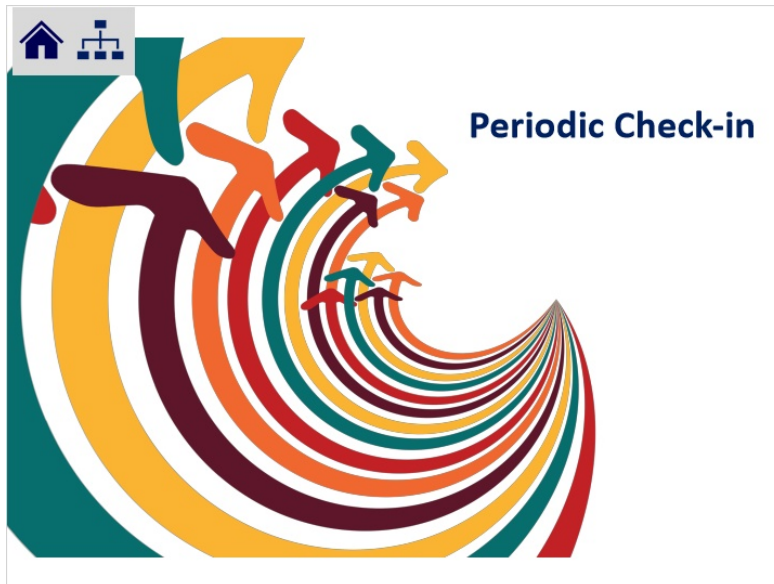




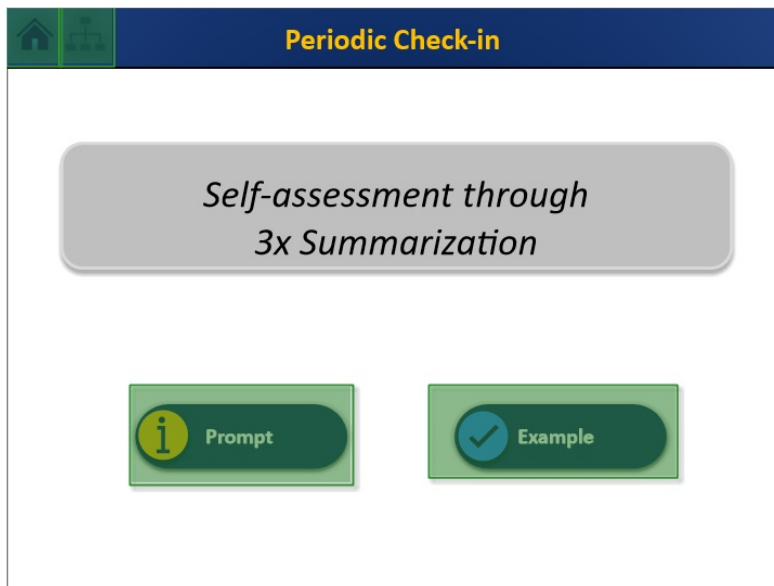
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Topic
Selection



4.43 Bookmark: Unit / Module



4.44 Periodic Check-in



4.45 Periodic Check-in: Prompt (I)



Periodic Check-in: Prompt (I)

In this exercise, we explore how a periodic check-in can **support decision-making through self-assessment**.



Using [the 3x Summarization strategy](#), write three summaries of the content of this module- one 10-15 words in length, one 30-50 words in length, and one in 75-100 words in length.

The different lengths require varying degrees of attention to key concepts and detail.

You may choose to **start with the shortest length and write increasingly detailed summaries**. Or you may choose to write the most detailed summary first.

Looking ahead to your own practice, you can think about **the right balance of student choice versus guidance and structure** for your students at that particular time.

4.46 Periodic Check-in: Prompt (II)





Periodic Check-in: Prompt (II)

As you write, consider the module learning objectives, listed below.

Upon completion of this module, learners should be able to:

- 1) Identify different forms of assessment that intersect with the classroom space.
- 2) Articulate defining features of different forms of assessment in terms of their timing, origin, and information provided.
- 3) Align decisions (e.g., instructional, programmatic, grading) with appropriate forms of assessment.
- 4) Develop a strategy for using different forms of assessment together in a systematic way.

4.47 Periodic Check-in: Response (I)





Periodic Check-in: Response (I)

When engaging in self-assessment, reminders of learning goals and visions of success are important components. We will start with **re-stating our learning objectives**, and then **illustrate model responses, providing commentary** for each.

Learning objectives for the module

- 1) Identify different forms of assessment that intersect with the classroom space.
- 2) Articulate defining features of different forms of assessment in terms of their timing, origin, and information provided.
- 3) Align decisions (e.g., instructional, programmatic, grading) with appropriate forms of assessment.
- 4) Develop a strategy for using different forms of assessment together in a systematic way.

4.48 Periodic Check-in: Response (II)





Periodic Check-in: Response (II)

Short Summary (10-15 words)

Strategic leveraging of varied forms of assessment can drive student learning.

- This summary identifies **the main theme** of the module through a simple statement. In that way, it demonstrates an ability to evaluate and synthesize individual pieces of content presented in the module.
- The summary **does not explicitly address** decision-making responsibilities or teachers or administrators, nor does it say how assessment forms vary.
- The learning objectives **can be seen in the statement**, but it does not attend to any one of them very directly or thoroughly.
- The use of a form of the word, **strategy**, is carried through from learning objective #4.

4.49 Periodic Check-in: Response (III)





Periodic Check-in: Response (III)

Medium Summary (30-50 words)

Effective educators leverage varied forms of assessment to maximize student progress and make sound judgments about student achievement. They consider the timing, origin, and grain size of the information provided by each form of assessment. Alignment of assessments and decisions is key.

- The medium-length response **demonstrates further evaluation** of module content by what it includes and does not include.
- This response starts to **add detail to the idea of “driving student learning”**. It also identifies the three characteristics the module used to distinguish forms of assessment (i.e., timing, origin, and grain size of the information), reflecting learning objective #2.
- The summary **states the key takeaway of fitting the right assessment to the decision**, reflecting learning objective #3.
- The summary **does not yet provide detail** on decision types or classifications of assessment forms.

4.50 Periodic Check-in: Response (IV)





Periodic Check-in: Response (IV)

Long Summary (75-100 words)

Effective educators leverage varied forms of assessment to maximize student progress. They consider timing, origin, and nature of the information when planning assessments that will inform decisions, such as those regarding curriculum, instruction, placement, interventions, pacing, grading, and motivation. Major milepost, interim, unit/module, periodic check-in, and in-the-moment assessments, ordered here by decreasing grain size, each have strengths and limitations.

- This longest response extends the summary to **specifically name different forms of assessment**, reflecting learning objective #1.
- It maintains the reflection of learning objective #2 by **stating the distinguishing characteristics of assessment forms**.
- The summary deepens the reflection of learning objective #3 by **naming specific types of decisions**.
- The way the summary ties grain size to strengths and weaknesses and introduces the idea of comprehensive and balanced assessment systems **expands the demonstration** of learning objective #4 and what it means to strategically use different forms of assessment.

4.51 Periodic Check-in: Response (V)





Periodic Check-in: Response (V)

Self-reflection/assessment

As you compare your work to the models and self-assess, reflect upon the following questions:


- 1) Is there anything **contradictory** between your response and the model that might signal a misconception and a need to review module content?
- 2) Do your responses **reflect a similar emphasis as the model responses**, with varying degrees of elaboration?
- 3) Have you emphasized **more extraneous information** than the model? (The learning objectives and model responses emphasize the different forms of assessment and strategic alignment to decisions.) If yes, revisiting the Foundations section of the module or reviewing the structure of the Assessment Classifications section will help you align in emphasis.
- 4) Do you see **ways in which your writing mirrors the writing of the model responses**? Do you see, in the models, examples of how you could more elegantly and effectively convey information? Try building assessment literacy by revising your summaries with particular turns of phrase in mind.

4.52 Response (VI)





Unit/Module: Response (VI)

- Another way of representing the classroom results would be to look at students individually, and identify students who only earned scores of 1 or 2 across all standards. I could do the same for students who only earned 3s and 4s. These identifications could **guide differentiated instruction strategies**.
- The project from the nutrition unit gives me a guide for planning my remaining units. Through those units, I will be sure to leverage periodic check-ins and in-the-moment assessment opportunities so that I have frequent and rich data to tailor my instructional approaches.





4.53 Periodic Check-in: Response (VII)




Periodic Check-in: Response (VII)

- Shifting to the perspective of a teacher using 3x Summarization in their classroom, you can think about **supporting students** to engage in this same kind of reflection and direction of their learning.
- You will also be able to look across students, and see if **there are patterns** in misconceptions, what students emphasize, and how they articulate their understandings.
- From this examination, you can adjust upcoming lesson plans to **cater to whole-class or differentiated student needs**.

4.54 Bookend: Periodic Checking







This is the end of this topic.

Topic Selection

4.55 Bookmark: Unit / Module





4.56 In-the-moment





In-the-Moment

Small-group Observation through the
"Cosmos"

 Prompt

 Example


4.57 In-the-Moment: Prompt (I)





In-the-Moment: Prompt (I)

Imagine you are a **teacher of an integrated physics and chemistry course**. Your students are **9th- and 10th-graders**, who have been engaged in **ambitious science teaching methods**.

On the first day of a unit on chemical elements, you show students the introduction to an episode from the classic series, *Cosmos: A Personal Voyage*, where the host, Carl Sagan, makes the claim “We’re made of star stuff.”



4.58 In-the-Moment: Prompt (II)




In-the-Moment: Prompt (II)

Following this viewing, you **arrange students into small groups**, where they are tasked with responding to this claim. They may agree and support the claim with evidentiary reasoning or attempt to refute the claim.



Each group is given a large sheet of paper and a set of markers to create a visual representation of their thinking and argumentation.

While students discuss their ideas, you **circulate through the room, observing, listening, and probing**.

How could you leverage this activity to support decisions on guiding student conversations and planning or tailoring instruction for the unit?



4.59 In-the-Moment: Response (I)





In-the-Moment: Response (I)

A key to turning this classroom activity into an assessment opportunity is **to be purposeful with our observations** and the ways in which we insert ourselves into the conversations happening in small groups.

Making the assessment a valuable part of classroom practice then requires **the teacher to make quick use of what they see and hear**, and turn that back around to students to further instruction responsively and effectively.

One source from which we can derive purpose is **a set of relevant learning goals**. Where do we want students to go, through this unit?

4.60 In-the-Moment: Response (II)





In-the-Moment: Response (II)

The Next Generation Science Standards (NGSS) include the following performance expectations that could be relevant to the outset of our unit:

- HS-ESS1-2:** Construct an explanation of the Big Bang theory based on astronomical evidence of light spectra, motion of distant galaxies, and consumption of matter in the universe.
- HS-ESS1-3:** Communicate scientific ideas about the way stars, over their life cycle, produce elements.
- HS-ESS1-6:** Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.
- HS-ESS2-7:** Construct an argument based on evidence about the simultaneous coevolution of Earth's systems and life on Earth.
- HS-PS1-1:** Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.

4.61 In-the-Moment: Response (III)





In-the-Moment: Response (III)

Other performance expectations in the NGSS articulate student actions related to chemical reactions and the strengths of electrical forces between particles.

Those standards may not factor directly into this unit on chemical elements, but they may be good to keep “on the horizon”, as we think about how this unit will **connect with other units in the course**.

ELA standards, such as in the **Speaking and Listening** section of the **Common Core State Standards**, that **focus on collaboration/comprehension** in discourse and presentation of ideas might be relevant and useful for connecting across the curriculum. .

4.62 In-the-Moment: Response (IV)





In-the-Moment: Response (IV)

The practice standards and crosscutting concepts are a part of the NGSS framework. The most relevant ones to our unit and especially the first few class sessions may include the following:

Practice Standards	Crosscutting Concepts
Asking questions and defining problems	Patterns
Developing and using models	Cause and effect
Constructing explanations and designing solutions	Systems and system models
Engaging in argument from evidence	Energy and matter
Obtaining, evaluating, and communicating information	Stability and change

4.63 In-the-Moment: Response (V)




In-the-Moment: Response (V)



Before the small-group activity, we will want to anticipate how students will react to the prompt, and plan some questions or feedback to use in-the-moment.

Let's consider three different places students could be in as they talk with their group:

- 1) on-target but needing elaboration
- 2) off-task or off-target
- 3) well-articulated but off-target



4.64 In-the-Moment: Response (VI)





In-the-Moment: Response (VI)

For students reflecting #1, we could **prepare some quick prompts** that reference or prod the student toward the practice standards listed above.

For students reflecting #2, we could **prepare a reminder of the task at hand**, maybe re-stating it in a different way. We could also ask the students what they think Carl Sagan meant by being made of star stuff. What *is* star stuff? We can anticipate misconceptions that may be present in students' thinking, and draft questions that challenge those misconceptions.

For students reflecting #3, we could **prepare statements that acknowledge** could application of a practice standard or crosscutting concept, and then look to pair those statements with some of the preparation we have made for #2.

4.65 In-the-Moment: Response (VII)




In-the-Moment: Response (VII)



Plan for the kinds of **student verbalizations, dialogue, and visual representations** that will be worthy of recording. Again, keeping a tight focus to the NGSS standards can assist us.

Decompose the standards into **concrete demonstrations** the students might make, listing these possibilities in brief bullet points.

Re-read the relevant standards before class, so that they are fresh in our minds (or share them with students as broad learning goals for the unit).



4.66 In-the-Moment: Response (VIII)



In-the-Moment: Response (VIII)

While students are in discussion, we can learn from Heritage and Wylie, who talk about evaluative listening versus interpretive listening. We want to strive for the latter.

As we go from group to group, we should aim to **listen for what students are saying and what that reveals about their thinking**, rather than listening for what is right or wrong.



Following our plan, we will **make notes of what students are writing and saying**.

We will **ask questions to probe thinking** and steer the students toward the learning goals, aiming to keep their flames of thought burning.

We can also **call attention to and reinforce** student application of practice standards and crosscutting concepts.

As students progress, we can **task each group to come up with one question** that identifies something they want to learn or further consider in support of their argument.

4.67 In-the-Moment: Response (IX)




In-the-Moment: Response (IX)



As we near the end of the discussion time, we will need to **summarize and synthesize what we observed**. It will help if we were strategic and kept our notes manageable so that we can quickly process them.

In this process of summarizing and synthesizing, we want to think like a researcher. We will **look for themes and patterns**.

We were probably already doing this while we were taking notes, and maybe even stopped recording certain observations **when we reached a point of saturation within a theme** (i.e., when continuing observations reaffirm a theme more than they signal something new).



4.68 In-the-Moment: Response (X)



In-the-Moment: Response (X)



Following group discussion, we could end the class session with a **whole-class debrief**.

We can use **professional judgment**, based on what we observed in the group discussions and previous performances of the students in whole-class discussion, to determine to what extent we drive the debrief (e.g., starting with the themes we derived from our observations) versus letting the students drive the debrief after a basic opening question (e.g., "so how did your group respond to Carl Sagan's claim?").

We can **take additional notes during this discussion**, or record it so that we can be present in the conversation and review it later.

At some point, we will want to be sure to **let the groups share the questions** they came up with for further learning.

4.69 In-the-Moment: Response (XI)





In-the-Moment: Response (XI)

In this class activity, we have assessed in-the-moment, through **observation, listening, and documentation**, and turned that assessment into **immediate instructional decision-making**. We also have information to carry forward into the next few class sessions.

We can marry our unit and lesson plans with the **students' self-identified learning needs** to determine specific class activities.


We can save the big sheets of paper for students to continue to **refine their thinking and/or to serve as something to reflect upon at the end of the unit**, as a way for students to observe their own growth.

4.70 In-the-Moment: Response (XII)



In-the-Moment: Response (XII)

If you are a science teacher, the book, ***Ambitious Science Teaching***, features a chapter on “*Talk as a Tool for Learning*”. It provides further detail and ideas that are helpful for leveraging a class activity, such as the one featured in this exercise, as an in-the-moment assessment opportunity.



Mark Windschitl, Jessica Thompson, and Melissa Braaten
Ambitious Science Teaching
(Harvard Education Press, 2018)

4.71 Bookend: In-the-Moment

