Using Quality Common Assessments to Really Collaborate

Oklahoma City Public Schools
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A Solution Tree Event

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Track Your Progress
Using Quality Common Assessments to Really *Collaborate*

Shade each rectangle to show your current understanding of each learning target.

- We can create common formative and summative assessments.

Starting …	Getting There …	Got It!

- We can use common assessments as tools to promote student learning.

Starting …	Getting There …	Got It!

My experience using common assessments:

Benefits of using common assessments:

Questions about using common assessments:

Using Quality Common Assessments to *Really* Collaborate

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Solution Tree

"You can enhance or destroy students' desire to succeed in school more quickly and permanently **through your use of assessment** than with any other tools you have at your disposal."

—Richard Stiggins

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Three Big Ideas

1. Focus on student learning
2. Collaboration
3. Focus on results

(DuFour, DuFour, Eaker, & Many, 2010, p. 14)

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Four PLC Questions

- What do we expect students to learn?
- How will we know students learned?
- What will we do when students do not learn?
- What will we do when students do learn?

(DuFour, DuFour, Eaker, & Many, 2010, p. 119)

What Is a Common Assessment?

"**Common** assessment means student learning will be assessed using the same instrument or process and according to the same criteria."

—DuFour, DuFour, Eaker, & Many, 2010, p. 63

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Assessment Purposes

Formative	Summative
- A process during learning	- An event after learning
- Descriptive feedback, use of rubrics, student self-assessment	- Chapter tests, state assessment, end-of-year placement tests
- Used to support ongoing growth, improvement	- Used to measure achievement

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Black & Wiliam (1998)

"The research reported here shows conclusively that formative assessment does improve student learning. The gains in achievement appear to be quite considerable … among the largest ever reported for educational interventions" (p. 61).

An Assessment Is Formative When …

- It identifies students struggling to learn a standard or target.
- It gives students additional time and support to learn the standard or target.
- Students receive another opportunity to demonstrate that they have learned.
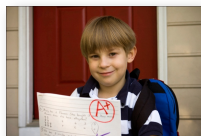
(DuFour, DuFour, Eaker, & Many, 2010, p. 63)

Purpose of Formative Assessment

- Use as a diagnostic tool.
- Plan instruction.
- Provide feedback to students and teachers.
- Involve students in their own learning.
- Motivate students.

Formative Assessment
or Summative Assessment?

1. Check whether each assessment is a formative assessment or a summative assessment.

Assessment	Formative Assessment	Summative Assessment
1. SAT test		
2. Power writing to a communication prompt		
3. Discussing solution with a partner		
4. State assessment		
5. Exit card		
6. Geometry unit test		

2. Explain how each assessment can be used as a formative and summative assessment.

Assessment	Formative Assessment	Summative Assessment
Speech		
Quiz		
Essay		
Mile run		
Other		

Assessment Reflection

Rate each statement on a scale of 1 to 4. A rating of 1 means it does not occur in your class or school. A rating of 4 means it happens on a consistent basis.

Statement	1	2	3	4
1. My students know and can articulate which standards they are learning.				
2. My students can identify what they know, what they need to know, and how they can close the gap.				
3. I give formative assessments in class and use the results to improve student learning.				
4. My colleagues give formative assessments in class and use the results to improve student learning.				
5. Students at my school have an equitable experience in any class.				
6. The teachers in my grade level or subject area give a common assessment at the end of each unit.				
7. The teachers in my grade level or subject area discuss results of common assessment data.				
8. The teachers in my grade level or subject area give at least one common formative assessment per unit.				

Reflection
1. Which statement am I doing best in my class or school? What evidence supports it?

2. Which statement do I most need to improve in my class or school? What barriers and solutions exist to incorporate it? How will I know when it is being implemented?

Keys to Quality Classroom Assessment

- Clear purpose
- Clear targets
- Sound design
- Effective communication
- Student involvement

(Stiggins, Arter, Chappuis, & Chappuis, 2006)

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Assessment Methods

- **Selected response**
  - One correct answer
- **Extended written response**
  - Short answer to essay—original written answer
- **Performance assessment**
  - Performance or product
- **Personal communication**
  - Interview, oral exam, discussion

(Stiggins, Arter, Chappuis, & Chappuis, 2006)

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Guidelines for Writing an Assessment

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Assessment Methods

Identify the benefits and challenges of using each type of assessment.

| Assessment Method	Benefits	Challenges
Selected response		
Constructed response		
Performance		
Personal communication		

Guidelines for Writing an Assessment

Source: Guidelines are summarized from Stiggins, Arter, Chappuis, & Chappius, *Classroom Assessment* for *Student Learning. Doing It Right—Using it Well* (2006), pp. 143–205.

Selected Response
- Keep wording simple and focused. Aim for the lowest possible reading level.
- Ask a full question in the stem.
- Eliminate clues to the correct answer within the question or across questions in the test.
- Highlight critical, easily overlooked words: *not*, *most*, *except*, and so on.
- Avoid bias in the question.

Multiple Choice
- Ask a complete question in the stem.
- Don't repeat the same words within each response option; rather, reword the stem.
- Be sure there is only one correct answer for one response item.
- Keep response options brief and parallel.
- Make all response options the same length.
- Use "all of the above" or "none of the above" sparingly.
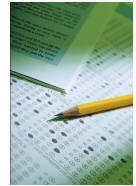
Matching
- Provide clear directions.
- Keep the list short of things to match.
- Keep the list homogenous of things to match. (Don't mix events with names and dates).
- Keep response items brief and parallel in construction.
- Include more response options than stems and permit students to use response options more than once when appropriate.

Fill in the <u>Blank</u>
- Provide one blank per answer.
- Don't let the length of the line be a clue as to the length of the correct response.
- Put the blank toward the end of the sentence.

Constructed Response
- Write the question at the lowest possible reading level.
- Is the target knowledge clear?
- Is the reasoning to be done clear?
- Is a quality response clearly defined?
    - Which knowledge needs to be shown?
   - For reasoning, which rubric captures high-quality thinking?

(*CASL*, page 1 of 2)

Performance Assessment
- Task matches the learning targets.
- Time spent is worthwhile to student learning.
- Instructions are clear.
- Complexity of task matches complexity of targets.
- Quality rubric used to assess performance.

Personal Communication
- o Write questions for knowledge and reasoning targets.
- o Be brief in question construction.
- o Use one set of questions for all students.
- o Develop written scoring criteria.
- o Consider an audiotape for later reevaluation.
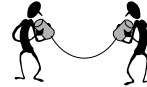
Formative Assessment Plan
- o Identify learning targets.
- o Write assessment questions.
- o Determine proficiency.
- o Identify possible interventions.
- o Identify possible extensions.

Selected Response Assessment

Choose the best response.

1. The flubberant is terpin because it has:
  A. flubber vit
  B. gralib
  C. malit kim
  D. trumma

2. The dibber lika is an:
  A. rota
  B. eleran
  C. flita
  D. brin

3. Pring happens when:
  A. rupty lovib xina
  B. gulmin eats flok
  C. zin lifta riko, especially flio wro gupa karv
  D. no grota

4. The conditions for grita are:
  A. clapma
  B. trina
  C. shiqua
  D. mobil and hica

Does the Assessment Evaluate Student Understanding of Learning Targets?

- Are learning targets clear?
- Do proficient scores indicate student learning?
- Do low scores indicate that students need intervention?

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Is There a Proportional Value Between Scores and Learning Targets on the Assessment?

- Is one learning target weighted more than others?
- Is one assessment method weighted more than another?
- If yes, is that acceptable?

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Does the Rubric Evaluate Student Learning?

- What categories are on the rubric?
- Are students assessed using each category?
- Are scores for each category clearly defined and can they be articulated by students and teacher?

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What Is the Cognitive Rigor?
Depth of Knowledge

- Level 1: **Recall and Reproduction**

  Requires eliciting information such as a fact, definition, term, or a simple procedure, as well as performing a simple algorithm or applying a formula.

- Level 2: **Basic Skills and Concepts**

  Requires the engagement of some mental processing beyond a recall of information.

- Level 3: **Strategic Thinking and Reasoning**

  Requires reasoning, planning, using evidence, and explanations of thinking.

  (pp. 6 & 17)

- Level 4: **Extended Thinking**

  Requires complex reasoning, planning, developing, and thinking most likely over an extended period of time.

What Is Proficiency?

- Rubric: Passing in all categories?
- Scoring criteria overall score or each section?
  - PLC team determines.
  - Look at student work.

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Repeating Process

- Identify standards.
- Write learning targets.
- Create the assessment.
- Analyze the assessment.
- Give the assessment.
- Look at data and student work.
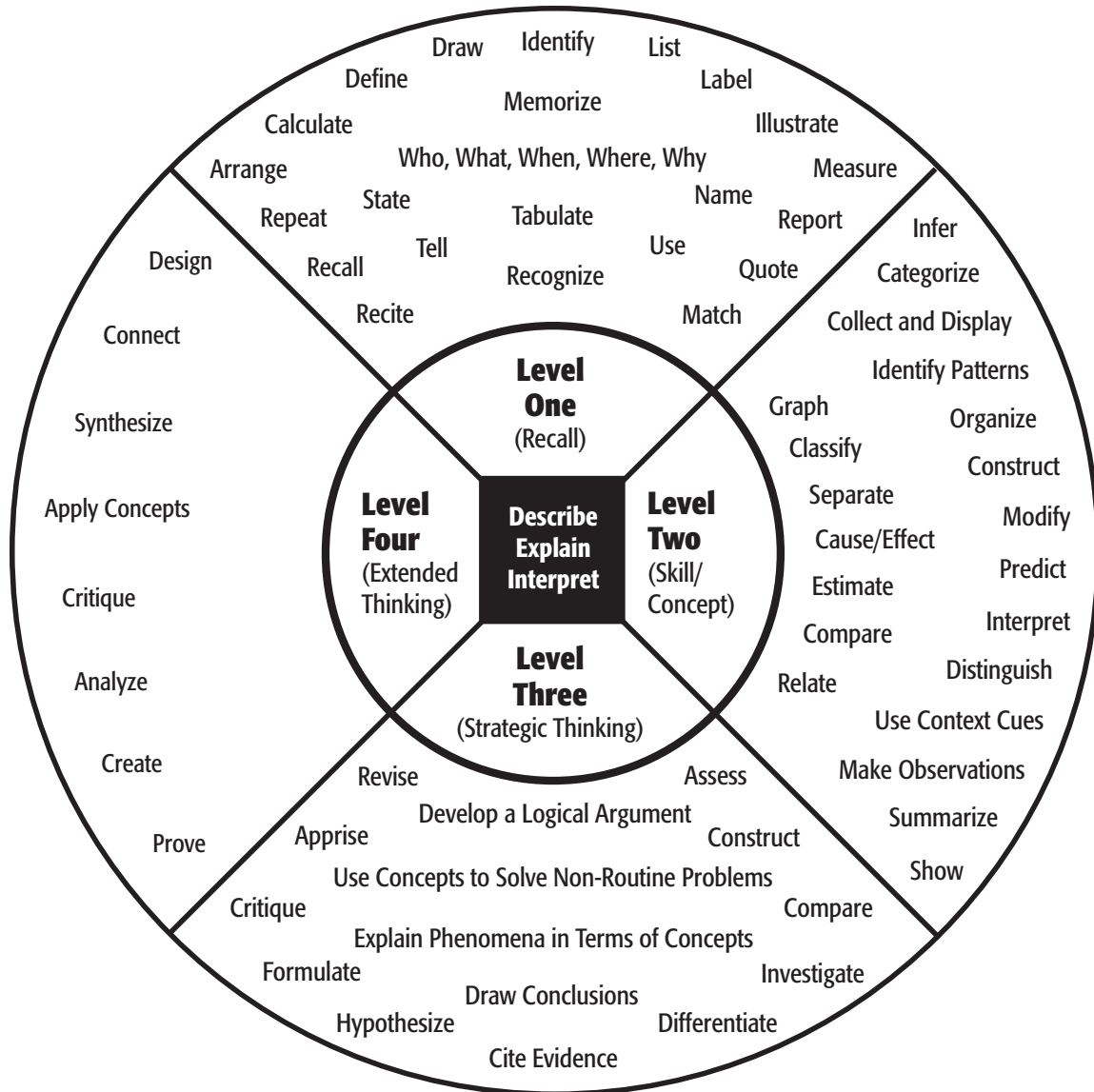- Apply interventions and extensions.

- **Repeat …**

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Target-Assessment Analysis

Learning Target	Assessment Item(s)	Points/ Rubric Score	Percentage of Test

Things to Consider
- Does the percentage of the test given to each target fit the nature of the standards assessed?

- Should the assessment be revised and if so, how?

- Should the instruction be revised and if so, how?

Depth of Knowledge (DOK) Levels

Draw   Identify   List

Define   Memorize   Label

Calculate   Illustrate

Arrange   Who, What, When, Where, Why   Measure

Repeat   State   Name

Tell   Tabulate   Report   Infer

Design   Recall   Use   Categorize

Quote

Connect   Recite   Recognize   Collect and Display

Match   Identify Patterns

Synthesize   **Level One** (Recall)   Graph   Organize

Classify   Construct

Apply Concepts   Separate   Modify

Level Four (Extended Thinking)   **Describe Explain Interpret**   **Level Two** (Skill/Concept)   Cause/Effect   Predict

Critique   Estimate   Interpret

Compare   Distinguish

Analyze   **Level Three** (Strategic Thinking)   Relate   Use Context Cues

Make Observations

Create   Revise   Assess   Summarize

Develop a Logical Argument   Construct   Show

Prove   Apprise

Use Concepts to Solve Non-Routine Problems   Compare

Critique   Explain Phenomena in Terms of Concepts   Investigate

Formulate   Draw Conclusions   Differentiate

Hypothesize   Cite Evidence

Level One Activities	Level Two Activities	Level Three Activities	Level Four Activities
Recall elements and details of story structure, such as sequence of events, character, plot and setting.	Identify and summarize the major events in a narrative.	Support ideas with details and examples.	Conduct a project that requires specifying a problem, designing and conducting an experiment, analyzing its data, and reporting results/solutions.
Conduct basic mathematical calculations.	Use context cues to identify the meaning of unfamiliar words.	Use voice appropriate to the purpose and audience.	
Label locations on a map.	Solve routine multiple-step problems.	Identify research questions and design investigations for a scientific problem.	Apply mathematical model to illuminate a problem or situation.
Represent in words or diagrams a scientific concept or relationship.	Describe the cause/effect of a particular event.	Develop a scientific model for a complex situation.	Analyze and synthesize information from multiple sources.
Perform routine procedures like measuring length or using punctuation marks correctly.	Identify patterns in events or behavior.	Determine the author's purpose and describe how it affects the interpretation of a reading selection.	Describe and illustrate how common themes are found across texts from different cultures.
Describe the features of a place or people.	Formulate a routine problem given data and conditions.

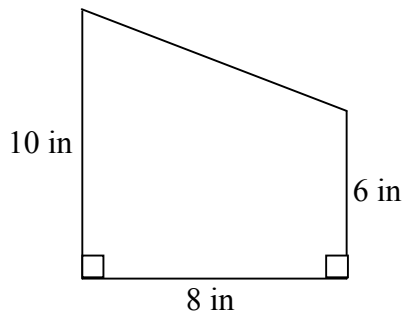Organize, represent and interpret data. | Apply a concept in other contexts. | Design a mathematical model to inform and solve a practical or abstract situation. |

Learning Target 4: I can find the area of composite shapes.

For questions 1–2, find the area of the polygon. Show all work necessary to justify your answer. (3 points each.)
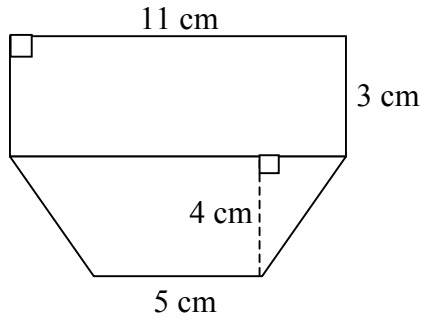
_____ 1.

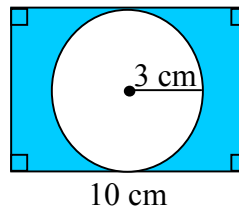|	
Key	
+ = Got It	
✓ = Getting There	
– = Starting	

Put the appropriate mark in the blank before each question.

10 in

6 in

8 in

_____ 2.

11 cm

3 cm

4 cm

5 cm

_____ 3. Find the area of the shaded region.

3 cm

10 cm

Self-Assessment: Track Your Understanding

Target #	Target	Progress (shade this in)
4	I can find the area of composite shapes.	Starting … Getting There … Got It!

If you get it, please celebrate! If you do not get it, **what are you going to do so that you do get it?**

Learning Target: I can evaluate a writer's point of view and reasoning.

Directions: Read the passage below and respond to the questions that follow.

> You are exactly right in your call for negotiation. Indeed, this is the purpose of direct action. Nonviolent direct action seeks to create such a crisis and establish such creative tension that a community that has constantly refused to negotiate is forced to confront the issue. It seeks so to dramatize the issue that it can no longer be ignored. I just referred to the creation of tension as a part of the work of the nonviolent resister. This may sound rather shocking. But I must confess that I am not afraid of the word tension. I have earnestly worked and preached against violent tension, but there is a type of constructive nonviolent tension that is necessary for growth.
>
> —Dr. Martin Luther King, Jr.
> *Letter From Birmingham Jail*

1. Circle the statement that most accurately presents Dr. King's **main point of view** in the passage above:

   A. At times, only violent protest or action will cause growth in a community.
   B. Creating nonviolent tension is necessary to cause growth in a community.
   C. A community has no specific responsibility to negotiate anything among its citizens.
   D. Nonviolent direct action cannot produce growth in a community.

2. Complete the sentence below by circling the best phrase that shows Dr. King's **point of view** regarding the work of the nonviolent resister.

   Part of the work is to _____ within a community.

   A. create tension
   B. discourage tension
   C. ignore tension
   D. negotiate with opponents

3. In the passage above, what does Dr. King **reason** is the purpose of direct action?

4. According to Dr. King's **point of view**, why is he "not afraid of the word tension"?

Formative Assessment Plan

Learning Target(s)

Assessment Items

Proficiency Level
(How many items need to be correct for a student to be proficient?)

Possible Interventions

Possible Extensions

Assessment Results

Teacher Team:

- What does your team do with assessment results?
- How are the results analyzed?
- What is your team response to learning?

Students:

- How do students reflect on their results and identify what they have learned and what they have not learned *yet*?

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Percent of Student Proficient on the Common Assessment by Target

	Target 1	Target 2	Target 3	Target 4
Teacher A	62%	70%	81%	92%
Teacher B	71%	65%	68%	64%
Teacher C	82%	78%	83%	81%
Team Total	69%	72%	76%	78%

Next: Which students are proficient and not proficient?

Self-Assessment – Review of Learning Targets for 7th Grade Math

1. I can simplify an expression.
2. I can solve an equation.
3. I can solve and graph an inequality.
4. I can explain the parts of a linear function.
5. I can represent a linear function with a graph, table, or an equation.
6. I can analyze a function.
7. I can solve problems using ratios and proportions.
8. I can solve percent problems.
9. I can compare rational numbers and estimate square roots.
10. I can find the area and perimeter of triangles, quadrilaterals, and composite shapes (and circumference and area of circles).
11. I can determine the probability of an event.

Where am I now?	Where am I going?	How do I close the gap?
What have you learned so far this year?	What do you still need to learn?	How will you learn it? What is your plan?

How do students reflect on learning?

Where am I now?

Where am I going?

How do I close the gap?

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Data Analysis Protocol

1. Determine the percent of students proficient on the assessment for each standard/target by teacher and then for all students within the team. Write the information in the chart below.

	Target 1	Target 2	Target 3	Target 4
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

2. For each standard/target, determine the number of students who are unsatisfactory, limited knowledge, proficient, and advanced by teacher and as a team.

Target 1

	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

Target 2

	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

Target 3

	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

Target 4

	Unsatisfactory	Limited Knowledge	Proficient	Advanced
Teacher A				
Teacher B				
Teacher C				
Teacher D				
Total Team				

3. In which area(s) did my students struggle? In which area(s) did our team's students struggle? What is the cause? How will we respond?

4. Which students need additional time and support to learn the standard(s)/target(s)? What is our plan?

5. Which students need extension/enrichment? What is our plan?

Self-Assessment – Review of Learning Targets for 7th Grade Math

	Pre-				Post-			
	I can teach it	I can explain it	I know a little	I have no clue	I can teach it	I can explain it	I know a little	I have no clue
1. I can simplify an expression.								
2. I can solve an equation.								
3. I can solve and graph an inequality.								
4. I can explain the parts of a linear function.								
5. I can represent a linear function with a graph, table, or an equation.								
6. I can analyze a function.								
7. I can solve problems using ratios and proportions.								
8. I can solve percent problems.								
9. I can compare rational numbers and estimate square roots.								
10. I can find the area and perimeter of triangles, quadrilaterals, and composite shapes (and circumference and area of circles).								
11. I can determine the probability of an event.								

Where am I now?	Where am I going?	How do I close the gap?
What have you learned so far this year?	What do you still need to learn?	How will you learn it? What is your plan?

Common Assessment Rubric

	Level 1	Level 2	Level 3	Level 4
Common Formative (During Unit)	Too long – uses too many instructional minutes to get data for students and teachers. Only at a lower level of rigor than the intent of the standard or the items on the unit assessment. Each teacher on a team makes their own assessment.	Appropriately short in length. Assessment is common – may not be scored together and/or proficiency may not be determined in advance. Written without considering the final expectations as determined on the summative assessment.	Proficiency is determined before giving the assessment and scoring agreements are clear. Rigor matches the intent of the standards and matches the summative assessment. Teachers reflect on the data to make instructional decisions.	Trends in student work are analyzed to determine what student who exceed, meet, nearly meet, and do not meet demonstrate in terms of their understanding and application. Differentiated instructional actions are taken. Students analyze their results and set goals.
Common Summative (End of Unit)	Made at the end of the unit just before the assessment day. Use a publisher test or other assessment as is without making sure every test item aligns to a standard in the unit. Unclear directions/ questions. Unclear scoring agreements. Only multiple choice or only constructed response. May not be given at the same time. A teacher may modify the assessment.	Created by the team before the unit begins. Clear directions and questions. Scoring agreements are made in advance of giving the assessment. Assessment may only be one format (multiple choice/ constructed response) Assessment given at roughly the same time by all teachers on a team. A teacher may modify the assessment or administer it differently from the rest of the team. Data is looked at and then the team moves on.	Created before the unit begins and items are clearly aligned to the learning targets/ standards. Proficiency by learning target/ standard is determined in advance of giving the assessment. Scoring agreements are clear to teachers and students and scoring by teachers is calibrated. The assessment has a variety of formats. The assessment matches the rigor of the standards. Data is analyzed and teachers determine next instructional steps.	Created before the unit with aligned items and emphasis placed on priority standards. There are enough items to determine proficiency on the standards assessed. There is a balance of rigor on the assessment. Teachers analyze the data by standard and by student to determine what students learned and have not learned yet and which students learned and have not learned yet and make a targeted plan. Students analyze and reflect on their assessment data and make learning goals.

Data Analysis Rubric

	Level 1	Level 2	Level 3	Level 4
Gathering Data to Analyze	Compare team data from different assessments, administered in different ways, or graded with no scoring agreements. Analyze the data too long after assessment is given. Analyze data for a few teachers who gave the assessment each unit. Collect class or student averages instead of proficiency data. Or each team member brings different data to analyze (e.g., by test item, by standard, overall test, by class average).	Teams wait until all teachers have given the assessment and then analyze the data. This means some students have the data immediately and others wait a long time. All teachers give the common assessment within a five-day window of each other. Teams gather their own data and determine the percent of students proficient, but do not collect it in one location to visually show others on the team and discuss as a team.	Data is analyzed quickly after giving it. Team members immediately grade the common assessment using common scoring agreements. All teachers give the common assessment the same day so all student data can be included in the analysis. Teams collect all data in a central spreadsheet, Google doc, etc. so the data is available to all team members.	Data is analyzed quickly and teachers calibrate their scoring using samples of student work. Teams gather all data and collect it effectively for future use.
Analysis of Data	Verbally say data or only give descriptions (e.g., my students did well…) without visually looking at numbers for the team and teachers on the team in a central location. After data is shared, limited to no conversation and instead the team moves on to planning the next unit.	Team only looks at individual students and misses the teacher/team data or only analyzes the teacher/team data without looking at individual students. Teams respond by trying to reteach everything and/or ignore enrichments for students already proficient. Teams might also insist on taking extra days for intervention after every unit instead of using a school wide intervention or weaving the content into the next unit.	Teams look first at the percent of students proficient on each standard/ learning target by teacher and as a whole team and then look at each student and each standard. Teams use a protocol to identify the strengths and weaknesses of learning in each classroom and by student to plan for effective interventions and enrichments, as needed. Instructional practices are analyzed and modified.	Teams efficiently gather and analyze data and record their results for future use within the school year and next year. Not only do teachers look at the trends in student work to make targeted intervention and enrichment decisions, but students also analyze their data and self-reflect on their progress. Data is used to promote a growth mindset in students.

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