BUILDING ASSESSMENT LITERACY IN YOUR SCHOOL/DISTRICT

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CREATIVE LEADERSHIP SOLUTIONS

LEARNING INTENTIONS

- Review and discuss the most common feedback given to teachers (teams) in 2018-2019
- Equip practitioners to be “critical consumers”
- Continue to improve assessment practices to produce better evidence of learning
- Examine the leaders’ role
- Share with one another and commit to next steps

DOUG’S CLOSING THOUGHTS ON CHANGE AND TRUST

- Behavior precedes belief.
- Confront the myth of buy-in.
- Inside-out change.

WE LIVE IN A WORLD THAT PERPETUATES THE IDEA THAT IF WE ARE GOOD AT SOMETHING IT WILL BE EASY; BUT WE ALSO KNOW THAT THE GREATEST SATISFACTION COMES WHEN WE STRETCH OURSELVES PHYSICALLY OR INTELLECTUALLY TO ACHIEVE THE GREATEST POSSIBLE OUTCOME.

JEFF MARSHALL, *THE SKILLED TEACHER*

1. MAINTAIN A BALANCED ASSESSMENT SYSTEM
   - SUMMATIVE, FORMATIVE
   - THE PURPOSE OF EACH ASSESSMENT

2. THE FORMATIVE ASSESSMENT PROCESS

- Where am I going?
- Where am I now?
- What strategy/strategies can help me get to where I need to go?

John Hattie

DIFFERENTIATION IS…

The efforts of teachers to respond to variance among learners in the classroom

Carol Ann Tomlinson

USE DATA TO DRIVE DAILY INSTRUCTION

HOW DO I/WE PLAN FOR THE VARIETY OF LEARNERS?

3. DETERMINE TARGETED/POWER STANDARD(S) FOR EACH ASSESSMENT

4. DECONSTRUCT TARGETED/POWER STANDARD(S)

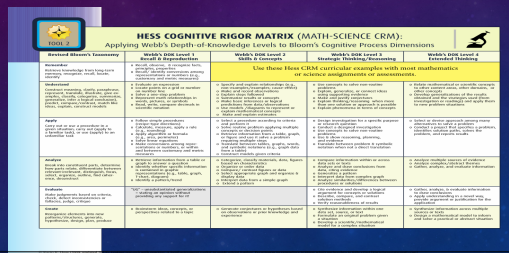
- Identify key concepts
- Key skills
- Rigor- Depth of Knowledge

- Ensure alignment
  - Content
  - Complexity
  - Number of questions

HOW DO TEACHERS ASSESS THE APPROPRIATE LEVEL OF RIGOR?

- DOK 1: Recall and Reproduction
- DOK 2: Skills and Concepts
- DOK 3: Strategic Thinking and Reasoning
- DOK 4: Extending Thinking

COGNITIVE RIGOR MATRICES (CRM) WWW.KARIN-HESS.COM



5. ASSESSMENT PRODUCTS

- Exit slips, short-cycle, color cards, task
- What product creates the best evidence of learning?

6. ASSESSMENT ITEM FORMAT(S)

- Selected Response
- Constructed Response with rubrics
  - Calibration of scoring
  - CR takes practice - teachers and students

THE BEST EVIDENCE OF LEARNING

…The more variety you offer students in the ways you ask them to learn and show what they have learned, the greater the likelihood of reaching more students.

Diane Heacox

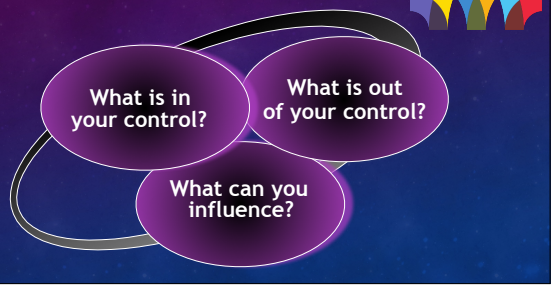
7. Design formative assessment
   - Pre/post, midpoint, if necessary
   - Take assessment through students' lens

8. ASSESSMENT ADMINISTRATION LOGISTICS THAT INCLUDES TIMELY DISCUSSION OF RESULTS

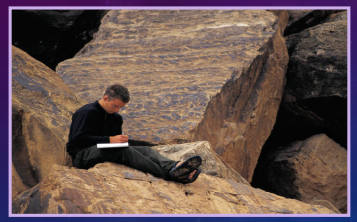
PLCs, Collaborative Teams, Data Teams, etc…

9. STUDENT OWNERSHIP AND ASSESSMENT

The Leaders' Role



NEXT STEPS



What's the focus?

What can you commit to?

What can you monitor?

CLOSING, QUESTIONS, FEEDBACK

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