

Understanding Common Core State Standards & Assessments

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Agenda


8:00 – 8:30	Re-introductions, calendar, logistics, goals
8:30 – 9:00	Refresher course
9:00 – 11:00	Student Assessments...how did they do?
11:00 – 12:00	Lunch
12:00 – 12:30	Self Assessment of Assessment
12:30 – 1:30	Reading and Discussion
1:30 – 2:45	Creating Formative Assessments



Re-introductions

- Name
- School
- Grade
- Success in the classroom this year

Compass Points

	North <i>Acting – “Let’s do it;” Likes to act, try things, plunge in.</i>	
West <i>Paying attention to detail —likes to know the who, what, when, where and why before acting.</i>		East <i>Speculating – likes to look at the big picture and the possibilities before acting.</i>
	South <i>Caring – likes to know that everyone’s feelings have been taken into consideration and that their voices have been heard before acting.</i>	



Norms

Open to new ideas

Safe to ask questions

Listen openly

Trust

Joy

Help each other

Silent cell phones

10 minute rule

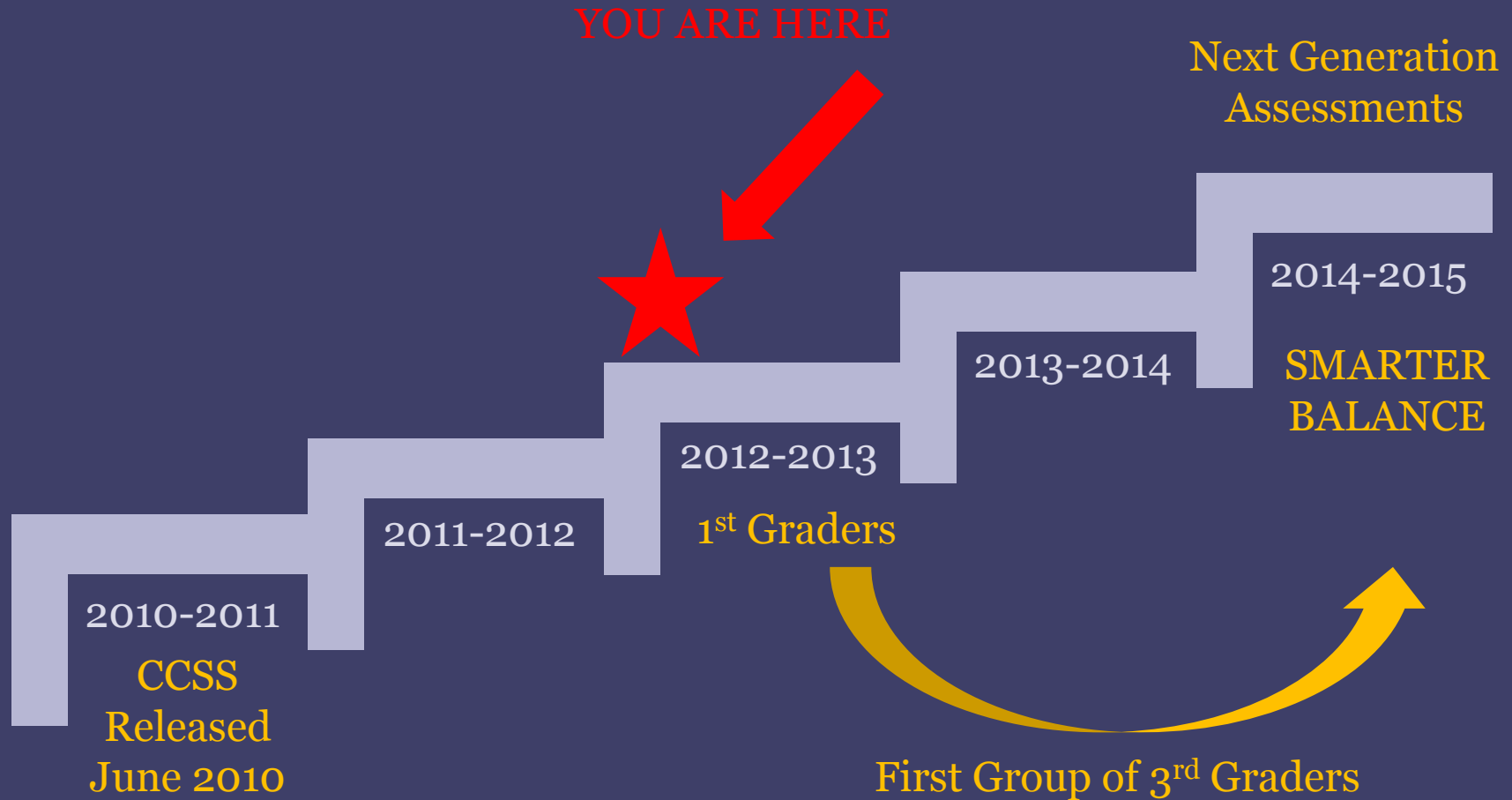
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Goals for today

- Refresh ourselves with work from Spring and Summer
- Reflect on Mindsets and the impact it has on our work
- Score/compare our assessment results
 - Conclusions?
- Begin learning assessment best practices
- Create your own formative assessments

STEPPING UP TO THE CHALLENGE





Question Types on the SBAC

- SR = Selected Response aka Multiple Choice
- CR = Constructed Response aka Written Response
- PT = Performance Task aka takes a long time to do!



DOK Levels

- DOK = Depth of Knowledge
- Norman Webb worked with Benjamin Bloom
- Bloom was for teaching
- Webb was for assessing



DOK Levels

- Level 1 = Recall
- Level 2 = Basic Application
- Level 3 = Strategic Thinking
- Level 4 = Extended Thinking



DOK 1: Basic Recall

- Important because this is the basis of knowledge
- Regurgitation
- Throw it back at me question
- **One right answer**
- Automaticity
- Examples:
 - Multiplication, division, addition, subtraction
 - Letter sounds for reading

DOK 2: Basic Application

- Take what you know (DOK 1) and apply it
- **One right answer**
- Examples:
 - Take multiplication facts and use to solve word problem
 - Reading (not for understanding but fluency)

***Research says that 80% of time spent in classrooms is on DOK 1, while 80% of questions on standardized tests are on DOK 2 & DOK 3

DOK 3: Strategic Thinking

- **There is NO right answer**
- The right answer is the one that a student can back up with an explanation
- Strategic thinking

***80% of this year's 3rd graders will go into a career that is NOT YET invented!!! DOK 3 is where you want your kids to be at MOST of the time in your classrooms! These are 21st Century skills!

DOK 4: Extended Thinking

- Not on MEAP but will be a part of the smarter balanced assessments on the common core
- When kids work to solve problems that take TIME to solve
- This level takes not only information from your subject area, but also from other subject areas!
- May take them 2 days, 1 semester, or even 1 year to show mastery
- Examples:
 - Design a website, design an experiment and test it and write a report about it

DOK 1, 2, 3, 4 Example...

- DOK 1: What is the capital of South Dakota?
- DOK 2: Why is Pierre the capital of South Dakota?
- DOK 3: Pierre is flooded and ruined. What other city in South Dakota can be used as a capitol and why?
- DOK 4: Design a budget for building a new airport in South Dakota.

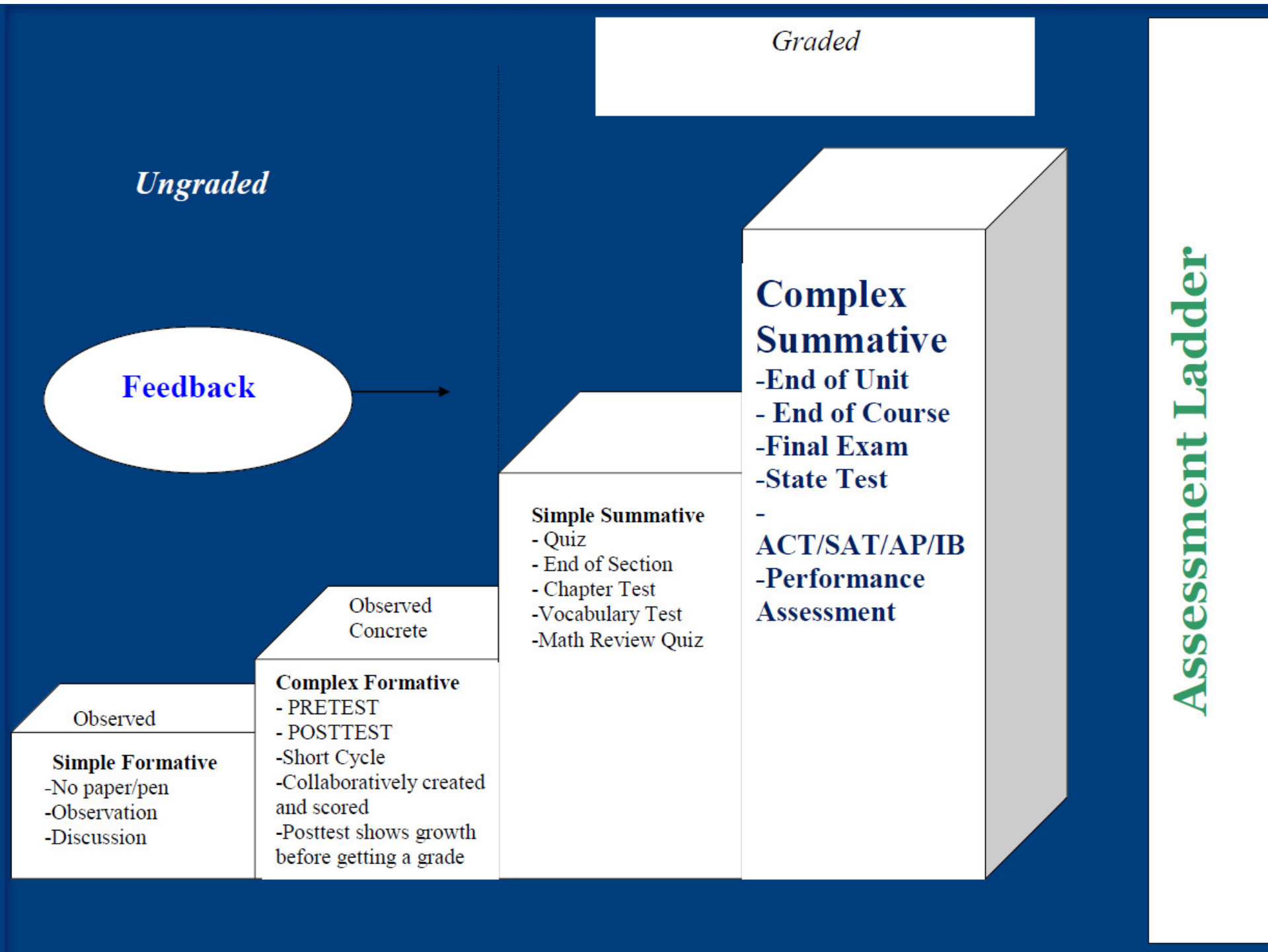
Your turn to practice!

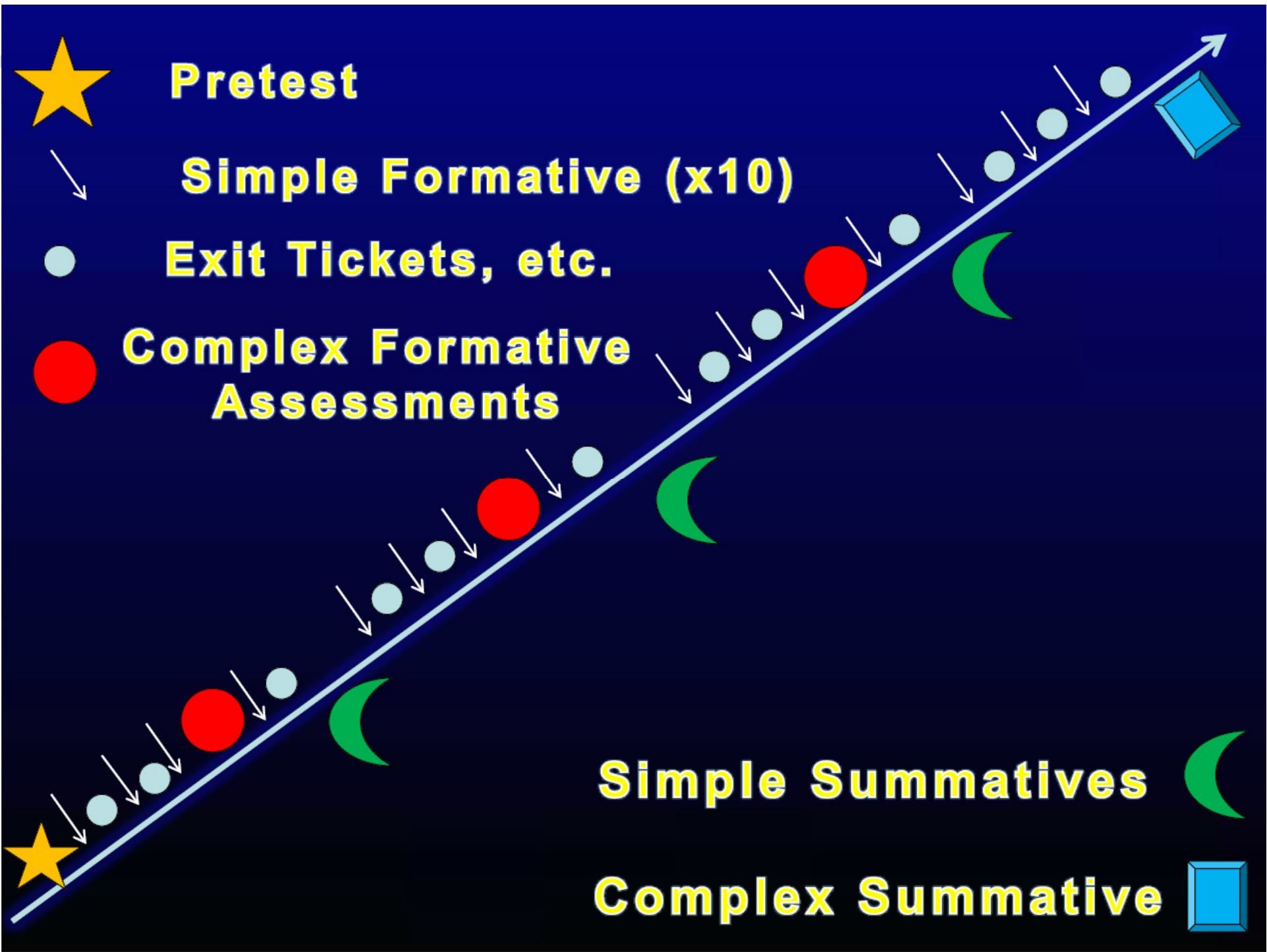
- DOK 1: Identify this utensil
- DOK 2: Explain the function of a fork
- DOK 3: Identify 2 examples of when a fork would not be the best utensil for a type of food and explain why
- DOK 4: Design an investigation to determine the optimal number and length of tines for a salad fork



CCSS and DOK Levels...

Standard	Question(s)
DOK 1	DOK 1
DOK 2	DOK 1 DOK 2
DOK 3	DOK 1 DOK 2 DOK 3
DOK 4	DOK 1 DOK 2 DOK 3 DOK 4





So what is the difference?

Summative

- Assessment *of* learning
- How much students learned as of a particular point in time
- Designed for adults, not kids
- Given for a grade
- Longer, larger assessment
- Like an autopsy

Formative

- Assessment *for* learning
- Tells students what they still need to learn
- Designed for students first
- Can never be given for a grade
- Short, small assessments
- Like a doctor's check up

Mindsets

Fixed Mindset

- Intelligence is static
- You are either smart or not
- You either have it or you don't
- Some kids just have "it" and some "don't"

Growth Mindset

- Intelligence can be developed
- Anyone can learn
- Effort is important
- All kids can learn

*From Carol Dweck's book Mindsets

Mindsets

A person who has a **FIXED** mindset...

- thinks intelligence is static
- avoids challenges
- gives up easily
- ignores useful negative feedback
- feels threatened by the success of others
- and as a result they don't reach their full potential and their beliefs feed on themselves. They don't improve much over time, and so to them this confirms that "they are as they are."

A person who has a **GROWTH** mindset...

- thinks intelligence can be developed
- embraces challenges
- persists in the face of setbacks
- sees effort as the path to mastery
- learns from criticism
- finds lessons and inspiration in the success of others
- and as a result will improve and this will create a positive feedback loop that encourages them to keep learning and improving.



Goals for the 2012-2013 School Year

- 2-3 minutes: On sticky notes, write all the things that you would like to accomplish this year during our time together
- 2 minutes: Share with person next to you, consolidate your similarities
- 5 minutes: Share with your table, consolidate similarities
- Share out



Goals for the 2012-2013 School Year



Discussion Questions

- 1. How will you know your students will do well on this assessment AFTER instruction?*
- 2. How will you know that students are moving towards proficiency?*
- 3. How will the students know what they have mastered and what they still need to learn to be proficient?*



Self-Assessment

1. Most to all of your assessments clearly identify the user of the information gathered from the assessment.
2. On most to all of your assessments, you and students clearly know how the information gathered from the assessment will be used.
3. On most to all of your assessments, you identify learning targets for each assessment and share those with your students.
4. On most to all of your assessments, you strategically selected assessment methods that best match intended learning targets.
5. You are 95%-100% confident that most to all of your assessments avoid sources of bias that distort results.



Self-Assessment

6. After you review assessment results, you use that information to plan instruction.
7. You record summative and formative assessment information accurately (even if some assessments are not reflected in a gradebook).
8. Students are fully involved in tracking, reflecting on, and sharing their own learning process in your classroom.
9. Most to all of your assessments are designed so that students can self-assess and set goals on the basis of their results. Time is provided for students to do that.
10. You have a balance of formative and summative assessments that are documented so you can share with students, parents, administrators.



Discussion Questions

- What are some trends (if any) that you are seeing amongst yourself and your colleagues?
- What are some things that you do really well already?
- What are some things that you would like to try?

Reading

- Four A's Protocol
- As you are reading choose the following:
 - What Assumptions does the author of the text hold?
 - What do you Agree with in the text?
 - What do you want to Argue with in the text?
 - What parts of the text do you want to Aspire to?



Formative Assessment Planning

- Back to discussion questions:
 - How will you know your students will do well on this assessment **AFTER** instruction?
 - How will you know that students are moving towards proficiency?
 - How will the students know what they have mastered and what they still need to learn to be proficient?



Homework for you...

- Implement your formative assessments
 - Keep track of this on your handout “Auditing for Balance”
- Bring back your data to our next meeting



Feedback:

- What worked well for you? What will you take away from today?
- What would you like more help on? What questions might you still have?



Questions?

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