

Mapping it Out: Practical Tools to Use Assessment Well



This session will look at practical tools and a process for mapping out assessment design and use. Through a protocol called, Design in 5, teachers can ensure that assessment is balanced and effective in not only getting accurate information on learning but also using it to engage students as partners in their learning. Key in this conversation and practice is a tight connection between assessment that leads to more practice and feedback and assessment evidence that is used to communicate progress at a moment in time.

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Essential Questions:

What are key elements of quality assessment design and use?

How do we use the design in five process to facilitate the design and use of aligned assessments?

How do we design engaging assessment practices where students invest in their learning?

For more... look for Design in 5 book coming next June 2014 from Solution Tree Press

Quality Assessment Characteristics

Accuracy

- Clear learning goals and targets
- Type (essay, project, presentation, multiple choice test, and so on) of assessment reflects learning
- Accounts for bias, background knowledge, potential error

Strengths? Challenges?

Effective Use

- Clear communication about what assessment means in terms of learning
- If summative (standards-based or traditional), the score reflects learning (not timeliness, effort, behavior, etc.)
- If formative, descriptive feedback provides clear next steps
- If formative, students reflect on what the assessment means for their learning

Strengths? Challenges?

Student Investment

- Clear idea of quality and not-so-quality work
- Self-reflection on what the assessment means
- Goal setting based on assessment information
- Planned and implemented action to gain understanding, proficiency

Strengths? Challenges?

How do we effectively and efficiently design assessments?

Design in 5: The Protocol

Step 1. Describe the Big Picture and Standards.

- What are the key ideas you want to last beyond the assessment? The big ideas that give this unit relevance and coherence? What are the engaging ideas and questions that provide students with the why?
- Determine the standards for the unit or time frame.

Step 2. Sketch out the Learning Goals

- Unpack the standard by circling the verbs.
- Underline key concepts (vocabulary, content, and context).
- Write learning goals that represent the standard and show relationship to the whole. Consider the cognitive level of the learning goals and use the ladder on the next page to sketch out the simple, medium, and complex goals.
- If applicable, tease out the criteria required in the standard(s) and identified as essential to this standard. This is where we bring in creativity, collaboration, communication, and critical thinking that are integral to achievement but not always explicit in the standards.

Step 3. Create an Assessment Plan

- Identify learning goals for this assessment whether formative or summative.
- Determine each learning goal's percentage of importance or indicate the number of items.
- Determine the type of method to best assess student proficiency of that learning goal. Consider the work of the discipline and the interests of students.

Step 4. Create or Revise the Assessment

- Write or refine items and tasks for each learning goal.
- Revise a current task to better reflect the learning required in the student work

Step 5. Determine the Student Investment & Reporting Method

- How will the information be used by students? Will students revise based on descriptive feedback? Examine and fix mistakes? Identify strengths? What instructional strategies might be used to help students invest in their assessment information?
- What kind of score (if any) will best representing the learning achieved? Scale score? Rubric score? Percentage by learning goal and overall?

Learning Targets are...

...statements describing what students should know and be able to do. Learning targets contain a verb that describes the thinking required in the standard. Learning Targets are the underpinning knowledge and skills required for students to achieve a standard.

Less Complex

Define, Recognize, Describe, Recognize, Explain, Recall, Identify, Relate, Label, Review, Memorize, State, Name, Summarize

Examples:

- ✓ identify the steps in the writing process identify the characters in a story
- ✓ recall the steps in the water cycle
- ✓ define terms related to
- ✓ identify variables from a graph or a table
- ✓ Label the Great Lakes Geography

More Complex

Apply, Analyze, Examine, appraise, Evaluate, Categorize, Formulate, Compare, Infer, Classify, Interpret, Compose, Investigate, Consider, Judge, Contrast, Predict, Criticize, Recommend, Differentiate, Support, Distinguish, Defend

Examples:

- ✓ analyze how different civilizations respond in economical crisis
- ✓ compare and contrast various civilizations' religious beliefs
- ✓ choose a strategy for solving a problem
- ✓ explain the pros and cons of the strategy
- ✓ draw conclusions from events in a text

Operate Make, Calculate, Match, Compose, Measure, Construct, Plan, Demonstrate, Practice, Show, Use

Examples:

- ✓ Read fluently
- ✓ Present using effective eye contact, movement, and gestures.
- ✓ Sing an octave

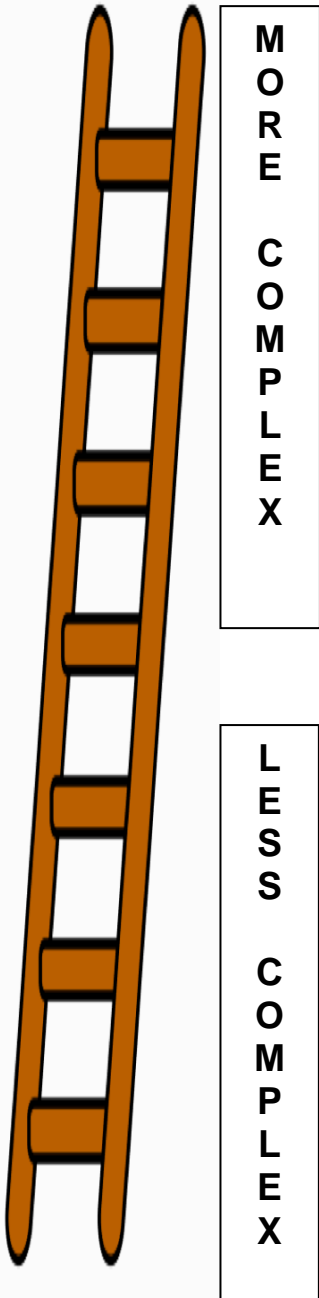
Produce, Create, Write, Design, Develop

Examples:

- ✓ Produce a PowerPoint presentation
- ✓ Write a Lab Report
- ✓ Create a Sculpture
- ✓ Write a narrative paper
- ✓ Write a persuasive article

Step 2. Determining the Learning Goals

Standard (s):



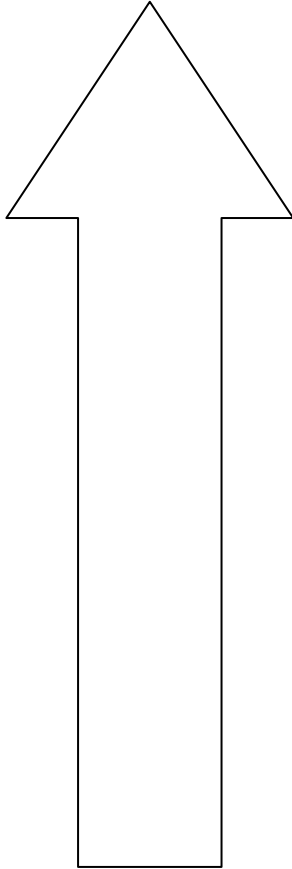
A SAMPLE 9th Grade Language Arts: How has the American Dream changed over time and how does this influence my world?

- CCSS.ELA-Literacy.RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
(<http://www.corestandards.org/ELA-Literacy/RL/9-10>)
- CCSS.ELA-Literacy.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- CCSS.ELA-Literacy.SL.9-10.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- CCSS.ELA-Literacy.SL.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- CCSS.ELA-Literacy.SL.9-10.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- CCSS.ELA-Literacy.SL.9-10.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. (online at <http://www.corestandards.org/ELA-Literacy/SL/9-10>)
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take

List of Learning Goals generated from Circling and Underlining aspects of the Standard

- I can analyze the key messages in a text.
- I can compare and contrast key messages in multiple texts on the same topic.
- I can describe the approaches authors make in their text.
- I can produce an objective summary of the text.
- I can determine the central idea or theme in text.
- I can analyze the details that lead to the theme over the course of the text.
- I can describe how the theme emerges and is shaped.
- I can use evidence from the texts I have read to generate dialogue.
- I can respond to questions in a dialogue.
- I can summarize points of agreement and disagreement.
- I can make new connections from evidence and reasoning in dialogue.
- I can build on others' ideas.
- I can pose questions in collaboration to contribute to a dialogue with peers.
- I can express my ideas clearly and persuasively.

9th Grade: How has the American Dream Changed Over Time and how does that influence my world?



I can compare and contrast key messages in multiple texts on the same topic.

I can produce an objective summary of the text.

I can describe the approaches authors make in their text.

I can determine the central idea or theme in text.

I can analyze the details that lead to the theme over the course of the text.

I can describe how the theme emerges in a text.

Criteria for Dialogue

I can respond to questions in a dialogue.

I can make new connections from evidence and reasoning in dialogue.

I can build on others' ideas.

I can summarize points of agreement and disagreement.

I can use evidence from the texts to generate dialogue.

I can pose questions in collaboration to contribute to a dialogue with peers.

I can express my ideas clearly and persuasively.

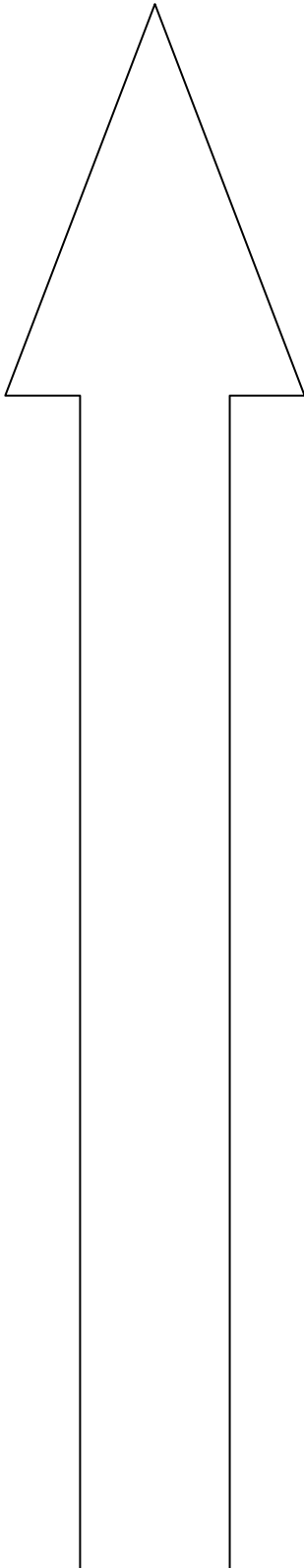
A SAMPLE: *Kindergarten Common Core Standards: Reading Standards for Literature* (online at http://www.corestandards.org/assets/CCSSI_ELA%20Standards.pdf, December 19, 2012)

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.
4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Learning Goals crafted from the Kindergarten Common Core Reading Standard for Literature.

- I can ask questions about key ideas in the text. This means I can create questions that make my peers and others wonder about the text.
- I can respond to questions about key ideas in the text. (I chose to replace answer with respond as answer feels like questions that have only one right answer. I interpret this to mean questions that aren't just recalling what happened in the text, although that is part of it. I want students to also be able to make connections and explain what the text makes them wonder about.)
- I can retell a story. This means I can tell you what happened in the story in order and using details.
- I can identify characters in a story.
- I can identify the setting of a story.
- I can ask questions about words I don't know when I'm reading.
- I can respond to questions about words I don't know when I'm reading.
- I can identify different types of texts. This means I can recognize when the text is a poem, a story, or something that really happened.
- I know how to identify the author and illustrator of a story.

Kindergarten Ladder



I can **ask** questions about key ideas in the text. This means I can create questions that make my peers and others wonder about the text.

I can **respond** to questions about key ideas in the text. (I chose to replace answer with respond as answer feels like questions that have only one right answer. I interpret this to mean questions that aren't just recalling what happened in the text, although that is part of it. I want students to also be able to make connections and explain what the text makes them wonder about.)

I can **retell** a story. This means I can tell you what happened in the story in order and using details.

I can **ask** questions about words I don't know when I'm reading.

I can **respond** to questions about words I don't know when I'm reading.

I can **identify** characters in a story.

I can **identify** the setting of a story.

I can **identify** different types of texts. This means I can recognize when the text is a poem, a story, or something that really happened.

I can **identify** the author and illustrator of a story.

Step 3. Make a Plan

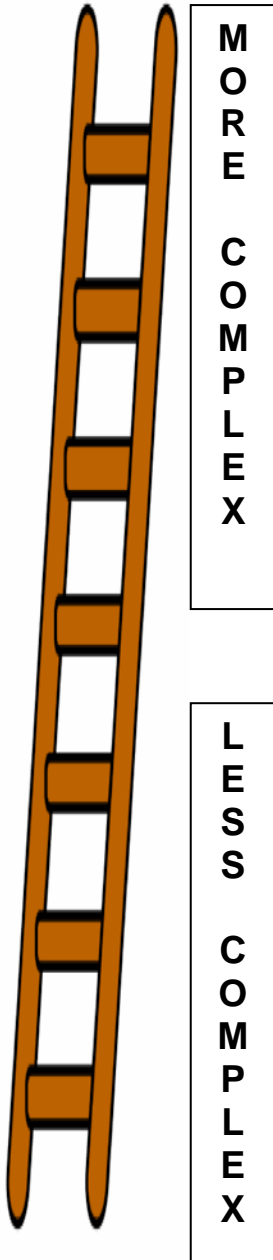
1. Name the learning targets in the first column. Be sure they represent the simple and more complex learning goals you intended students to learn, that you taught, and that students have mastered.
2. Identify the number of items for each learning target (or the percentage of importance). (4-6 is recommended for classroom assessment per learning target on simple and medium complexity targets.)
3. Determine the type of method or item to measure this learning target (multiple choice, matching, essay, etc.)

Learning Goals (I can statements...)	Total # of items or percentage importance	Method

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 ex-30303
 S-30303
 e-30303

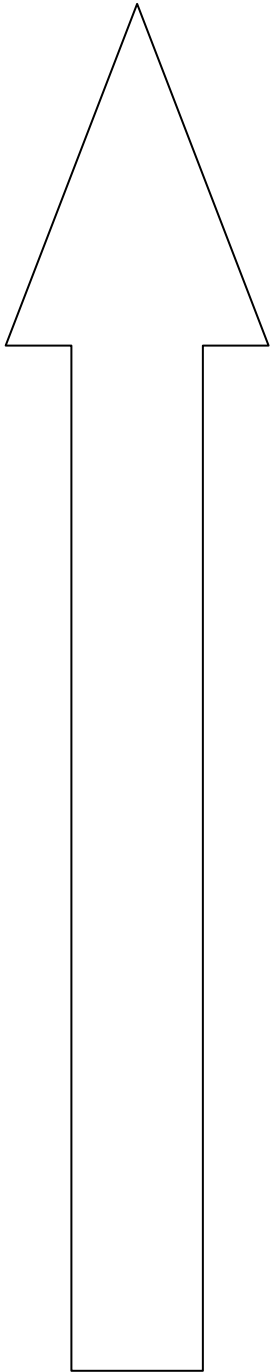
SAMPLE ASSESSMENT PLAN

Determine the learning goals you want to assess and plan the number of items you want in each learning goal (4-6 is recommended for classroom assessment per learning target).



Learning Target	Total Number of Items or percentage of importance	Identify the method
I can create an energy plan for a specific location.	40	Product: A Technical Report
I can compare and contrast how different energy plans would impact the economy.	20	Essay & Presentation
I can apply what I know about energy to solve real-world situations.	5	Short answer
I can explain different types of energy, including benefits and challenges.	5	Short answer
I can identify various types of energy.	5	Multiple choice
I can define various types of energy.	5	Multiple choice

Step 3. Planning the Assessment: 9th Grade The American Dream



Learning Goals (<i>I can</i> Statements ...)	Total # of Items or Percentage Importance	Method
I can compare and contrast key messages in multiple texts on the same topic.	20	Graphic, Educreation, or Visual Socratic Dialogue (Develop Rubric and Chart)
I can produce an objective summary of the text.	30	Essay and Graphic Organizer with accompanying scoring guide. Socratic Dialogue (Develop Rubric and Chart)
I can determine the central idea or theme in text.		
I can analyze the details that lead to the theme over the course of the text.		
I can describe how the theme emerges in a text.		
I can identify key details in the text.	6 questions/text for a total of 12	Multiple choice questions

Step 3. Assessment Plan: Kindergarten Sample

Learning Target	How many times?	Identify the method
I can ask questions about key ideas in the text. This means I can create questions that make my peers and others wonder about the text.	4 texts	Dialogue in reading groups RUBRIC
I can respond to questions about key ideas in the text.	4 texts	Dialogue in reading groups RUBRIC
I can retell a story. This means I can tell you what happened in the story in order and using details.	6 texts	Dialogue in pairs. Writing pictures, letters and words RUBRIC
I can ask questions about words I don't know when I'm reading.	2 texts	One on one interviews
I can respond to questions about words I don't know when I'm reading.	2 texts	One on one interviews
I can identify characters in a story.	6 texts	Dialogue in reading groups
I can identify the setting of a story.	6 texts	Drawing Pictures and Using Words in reading groups
I can identify different types of texts. This means I can recognize when the text is a poem, a story, or something that really happened.	6 texts	Large group reading and individual worksheet where students circle the type of text.
I can identify the author and illustrator of a story.	6 texts	Large group reading and individual worksheet where students circle the type of text.

Step 4. Create or Revise the Assessment

Align Items to Learning Targets: Consider the verb in the learning target and find items or tasks that match: What's the student work that best represents understanding of the target?

Writing Quality Items

N. Vagle, 2011

Cognitive Level	Methods	Sample Items, Tasks, and Prompts
Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.	Presentation Project Scenarios	
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.	Presentation Projects Scenarios Products Plans	
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.	Graphs Essays Projects Scenarios	
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.	Essay Some multiple choice Develop a plan Story boards	
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,	Short answer Short responses Essay Multiple choice Short answer	
Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.	Multiple choice Short answer Matching	

Secondary Item Sample

Cognitive Level	Methods	Sample Items, Tasks, and Prompts
Evaluation: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.	Presentation Project Scenarios Product (i.e. editorial, essay)	Review an existing energy plan. Determine the strengths and challenges of the plan. How would the public respond? How might the city council respond?
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.	Presentation Projects Scenarios Products Plans	Create an energy plan for a specific area of the country given a set of parameters.
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.	Graphs Essays Projects Scenarios	
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.	Essay Some multiple choice Products (i.e. develop a plan) Story boards	Describe the type of energy that might be best used in each situation.
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate,	Short answer Short responses Essay Multiple choice Short answer	Explain the pros and cons of energy generated through wind (Iowa).
Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce state.	Multiple choice Short answer Matching	Identify the different types of energy. Match description to label.

Reading Sample

Cognitive Level	Methods	Sample Items, Tasks, and Prompts
Evaluation: appraise, argue, assess, attach, choose, compare, defend, estimate, judge, predict, rate, core, select, support, value, evaluate	<ul style="list-style-type: none"> • Presentation, • Project • Scenarios 	<p>Explain how well this story supported the following theme:</p> <p>Use examples from the text to support your argument.</p>
Synthesis: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write	<ul style="list-style-type: none"> • Presentation • Projects • Scenarios • Products • Plans 	<p>How could you use what happened to a character in this story to help you argue for something you want?</p>
Analysis: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test	<ul style="list-style-type: none"> • Graphs • Essays • Projects • Scenarios 	<p>Explain characteristics of the characters. Use their actions or words to support the characteristic.</p> <p>Describe how the story might change if _____ didn't happen.</p>
Application: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write	<ul style="list-style-type: none"> • Essay • Some multiple choice • Develop a plan • Storyboards 	<p>Choose a character or an event in the story and describe a situation in your life or another story that is similar or different. Explain how.</p>
Comprehension: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate	<ul style="list-style-type: none"> • Short answer • Short response • Essay • Multiple choice • Short answer 	<p>Explain what happened to this character.</p> <p>Are the following statements fact or opinion? Explain why.</p>
Knowledge: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state	<ul style="list-style-type: none"> • Multiple choice • Short answer • Matching 	<p>Identify the characters in the story. Recall the events of the story.</p>

Revising a current assessment.

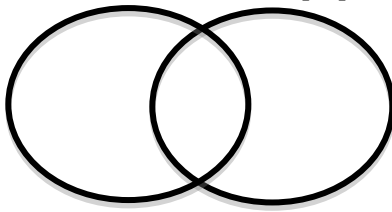
1. Identify the cognitive level of each item on the assessment. **Use my descriptions below or create your own.**

- ✓ Cognitive Level 1 (recall, recognition, identify, compute)
- ✓ Cognitive Level 2 (application, analysis, connections)
- ✓ Cognitive Level 3 (evaluation, synthesis, argumentative literacy)

2. Add up points for each of these categories and make sure the most important concepts receive the most points. Revise to better reflect the standards and what you taught.

Cognitive Level	Learning Goals/Topics	Item Numbers	Total Points	Your Thoughts? Revisions?
Level 1				
Level 2				
Level 3				

I can compare and contrast a first-hand and second-hand account. (DRAFT IDEAS FROM NICOLE)

	Rubric	Sample Item: Read the first (Elizabeth’s memoir) and second hand account (Newspaper article) of Hurricane Andrew.
4	<p>I can evaluate the effectiveness of a first or second hand account. This means I can explain how the viewpoint being used enhances or distracts from the message of the text.</p> <p>I can create a first or second account of a situation.</p>	<p>For you as the reader, which account best described the situation and gave you a deeper understanding of the situation? Use evidence from the text to explain why you think so.</p> <p>Find a newspaper article that describes an event students might have heard about or experienced. Ask them to write a narrative describing their experience. Write a time you went to the store and bought something you were so excited about. Write about a time your were really scared or really excited. This will require a bit of asking students about their interests and what they are passionate about. Write about a time when you were doing something and you just couldn’t stop? (game? etc.) Find an article that describes the impact of games or new applications.</p>
3	<p>I can compare and contrast a first-hand and second-hand account. This means I can analyze how a text is different when told from different perspectives and explain why that is important.</p>	<p>How are the accounts similar and different? Use the venn diagram below to frame your response (or have them write about it).</p> <p><i>Memoir</i> <i>Newspaper Article</i></p> 
2	<p>I can describe the perspective told in first and secondhand accounts.</p>	<p>Both accounts discuss the destruction of schools. From reading both texts, we learn that many students had to attend schools in churches or with students from other districts.</p> <ul style="list-style-type: none"> ✓ What do we learn from Elizabeth about what it was like to go to school after the hurricane? ✓ What words or phrases in the memoir made you think this?

		<ul style="list-style-type: none"> ✓ What do we learn from the newspaper article about what it was like to go to school after the hurricane? ✓ What words or phrases in the newspaper article made you think this?
1	<p>I can identify whether a text is a first or second account.</p> <p>I can explain what makes an account first or second hand.</p>	<p>Which account is a first-hand account? Explain why.</p> <p>Which account is a second-hand account? Explain why.</p>

Step 5. Scoring and Reporting

Report by learning target.

Geometry

Name _____

Unit 4 Test: Polygon Properties

Performance Indicator	Questions Assessed	Assessment			
		1	2	3	4
Classify polygons by their sides and angles.	1, 2, 3, 4, 6	1	2	3	4
Use relationships between the interior and exterior angles of polygons to solve problems.	5, 6, 8, 13	1	2	3	4
Use the properties of parallelograms, kites, and trapezoids to solve problems.	7, 9, 19, 11	1	2	3	4
Use midsegment properties of triangles and trapezoids to solve problems.	10, 12	1	2	3	4
Use properties of special quadrilaterals to solve problems	14, 15, 16, 17	1	2	3	4
Write deductive arguments using properties of polygons	18	1	2	3	4
Demonstrate understanding of slope and y-intercepts in graphing linear equations.	14	1	2	3	4
Demonstrate precision	All	1	2	3	4

Fractions and Decimals Unit Test

Rating Scale
1 2 3 4 5

Specific Curriculum Outcome	
4N8	<p><i>Demonstrate an understanding of fractions less than or equal to one by using concrete, pictorial and symbolic representations to:</i></p> <ul style="list-style-type: none"> • <i>name and record fractions for the parts of a whole or a set</i> • <i>compare and order fractions</i> • <i>model and explain that for different wholes, two identical fractions may not represent the same quantity</i> • <i>provide examples of where fractions are used.</i>
4N9	<p><i>Represent and describe decimals (tenths and hundredths) concretely, pictorially and symbolically.</i></p>
4N10	<p><i>Relate decimals to fractions and fractions to decimals (to hundredths).</i></p>
4N11	<p><i>Demonstrate and understanding of addition and subtraction of decimals (limited to hundredths) by:</i></p> <ul style="list-style-type: none"> • <i>using compatible numbers</i> • <i>estimating sums and differences</i> • <i>using mental mathematics strategies</i> <p><i>to solve problems.</i></p>

Please note the information provided above in the rating scale is reflective of this assessment task only.

Student Investment *(Vagle, 2013)*

Student Investment is the extent to which students are engaged in their learning and moving towards being independent in describing where they are and how to grow. When deep student investment exists, the culture of the school and classroom is focused on learning and students exert power in using instruction and assessment activities to understand where they are in their learning. This information leads to action where students strive to thrive – meaning they are taking steps forward in their learning and seeing value, relevance and meaning in their work. Students gain confidence and efficacy in these spaces because they are seeing results. Dylan Wiliam describes what he sees as the only 21st Century Skill:

So, the model that says “learn while you’re at school, while you’re young, the skills that you will apply during lifetime” is no longer tenable. The skills that you can learn when you’re at school will not be applicable. They will be obsolete by the time you get into the workplace and need them -- except for one skill. The one really competitive skill is the skill of being able to learn. It is the skill of being able not to give the right answer to questions about what you were taught in school, but to make the right response to situations that are outside the scope of what you were taught in school. **We need to produce people who know how to act when they’re faced with situations for which they were not specifically prepared.** (Paper, 1998) Dylan Wiliam, Keynote *Presentation*, June 28, 2013, Minnetonka Leadership Institute.

In a classroom where students are invested, they begin to trust their own judgment and not rely solely on the teacher for affirmation or direction. When teachers are peppered with questions such as “Is this right?” “What do I do?” “I don’t know!”, a teacher’s energy can easily be zapped. When students come to something they don’t know (like on a standardized test), they often freeze, guess or skip it. With more confidence, students do better on complex tasks, in authentic situations and on standardized tests. With intentional lessons designed for students to reflect on their assessment and instruction in terms of learning, students are working hard alongside their teachers and sharing in the process of coming to understand, making meaning, and learning.

When we work towards student investment, teachers create a place where students are thinking about what to do when they don’t know and how to describe their progress beyond the grade, percentage, or symbol on an assessment. When I get 85% on my test or paper, what does that mean in terms of what I know? What does it mean in terms of my next step? When students are invested, these types of questions are part of their daily experience in one way or another.

How do we create a culture in our classrooms and a mindset in our students that focuses on learning? In this type of culture, students are active partners in their moving their learning forward and understand how to keep getting better. I am intentionally using the word “investment” instead of involvement to signal that there must be a reciprocal relationship

between student and teacher that leads to the student taking the reins and beginning to own their learning and value it. When student investment becomes central, students begin to experience expectations move beyond compliance and completing work to structured times where students are making decisions about how to best move their learning forward. This takes time and so teachers see the time invested for students to wrestle with their learning strengths and next steps as part of instruction versus something additional that they have to “fit in.” Student investment is another way in which we make learning the focus of our work.

While there are certain practices that lead to student investment, it is in the interactions among peers and teachers, and the responsiveness of the teacher toward student dialogue, questions, comments, and work that make this work. In other words, each of these practices may lead to more student investment and a deeper culture of learning, but how it plays out in different classrooms and for different students must be part of the responsiveness a teacher practices.

Here are a few practices that promote this type of culture: **Students...**

- Have language to describe their learning (i.e. I can statements posted in classrooms, on assessments, homework, by the student work that reflects the learning, on rubrics)
- Have a clear idea of **quality** and not-so-quality work (i.e. students are looking at work and describing what’s good, what needs work, and how to make it better or solve it more effectively)
- **Take action** on descriptive feedback (i.e. taking comments from a teacher, peer or other and using them to improve or fix their work)
- **Revise** their work (i.e. actively reviewing their errors and fixing their work or improving their writing or presentations)
- **Self-reflect** on what the assessment means in terms of their learning (i.e. using their assessments to identify strengths and next steps)
- **Set Goals** based on assessment information
- **Make an action plan** (in partnership with teachers) to achieve their goal and improve (i.e. teachers provide opportunities to act on the plan and require students act on their plan – it could be their homework, it could lead to in class activities and instruction)
- **Share** their work and plans to improve (i.e. through the simple act of sharing their work and how they changed it or how they plan to improve it, we hold students accountable to learning versus just compliance)

Efficient, Effective Feedback: Addressing Time

Time is often described as one of the biggest challenges in providing effective, descriptive feedback that students learn from. Consider the following tips in addressing time:

1. Determine the purpose of the feedback. If it is to help students learn more, offer them one or two comments **and** make sure they are required to act on those comments.
2. Write rubrics so they are phrased in positive language. When a student gets a rubric score of 2, he or she knows that the language described in that 2 is a strength, and they look to 3 for the next step. When rubrics are written in deficit language, it is much more difficult for students to use it to make revisions and move forward.
3. See descriptive feedback as a step toward teaching students what quality work looks like and slowly move to having students provide more feedback on their own work (student involvement or student self-assessment).
4. Consider your criteria and write short statements for each criterion that students might select. In this model, the students would review their work and select the comment that best matches what they need to work on. The teacher may model how this works with various samples of work. Student work can be saved from previous students—always with names removed; anonymous samples found on student work sites; teacher-written samples; video segments from Teachertube or Youtube). In addition, the on standard (often level 3) descriptions provide great statements in when written in the

Name _____	Name _____
Strength:	Strength:
Next Step:	Next Step:
Action Taken:	Action Taken:

positive form to use in creating and using this form to get student invested.

5. From Descriptive Feedback Embedded in Instruction

A. Show a video clip of a rehearsal or a concert. Model how to offer descriptive feedback to the group. The descriptive feedback could be focused on any criteria or aspect of the performance that needs work – i.e. tone, dynamics, intonation. The key is engaging students in a discussion of what varying levels of tone sounds like and key actions that can improve tone.

B. Show a video clip of an individual student playing, singing, and performing. Ask individual students to write down their feedback. They discuss two pieces – what was strong about the performance and what actions might the student take to improve? Engage students in sharing their ideas and help them improve their understanding on what the descriptive feedback focused.

C. Then, show 3-4 clips and have students individually and in groups provide descriptive feedback.

D. Move to having students self-assess their own performance using the same criteria. It is helpful to record descriptive feedback comments and maybe post them so students can use those to self-assess their own work.

Feedback From Students to Teachers

Hattie, in his book *Visible Learning* (2008), suggests that some of the most valuable feedback is when students provide teachers with feedback. In this way, teachers are learning about the perceptions of students in order to move forward in instruction and improving learning. Carol Rodgers (2006) studied this concept of descriptive feedback in dialogue: “In particular, I have become aware of the power of students’ description of their own learning as revealed to teachers in dialogue, a process I call descriptive feedback, in meeting learners’ needs and in building trust and community” (p. 210). Through what students say and do, teachers can make instructional and assessment decisions that profoundly influence student achievement and confidence.

Teachers might gather students' insights on a particular lesson or activity or unit. Consider the section from Chapman and Vagle (2011), *Motivating Students: 25 Strategies to Light the Fire of Engagement*:

Class Activity: _____ **Date:** _____

Name: _____

The best part of this activity was _____ because _____

The most challenging part of the activity was _____

1. From this activity, I learned _____.
2. If I had to do one thing over again, it would be to _____.
3. The next time we do this activity, let's change it by _____.

Figure 2.5: Sample exit slip for secondary students.

Class Activity: _____ **Date:** _____

Name: _____

Rate this activity by shading in the number of stars that describes your feelings. Then draw a picture or use a few words to describe your thinking.

5 stars—It was the best! It was fantastic! It made me think!

4 stars—I learned and enjoyed most of it.

3 stars—I learned, but I have some questions.

2 stars—I liked some of it. I learned a little bit.

1 star—It wasn't fun, and I didn't learn. I was bored or confused.




Figure 2.6: Sample exit slip for elementary students.

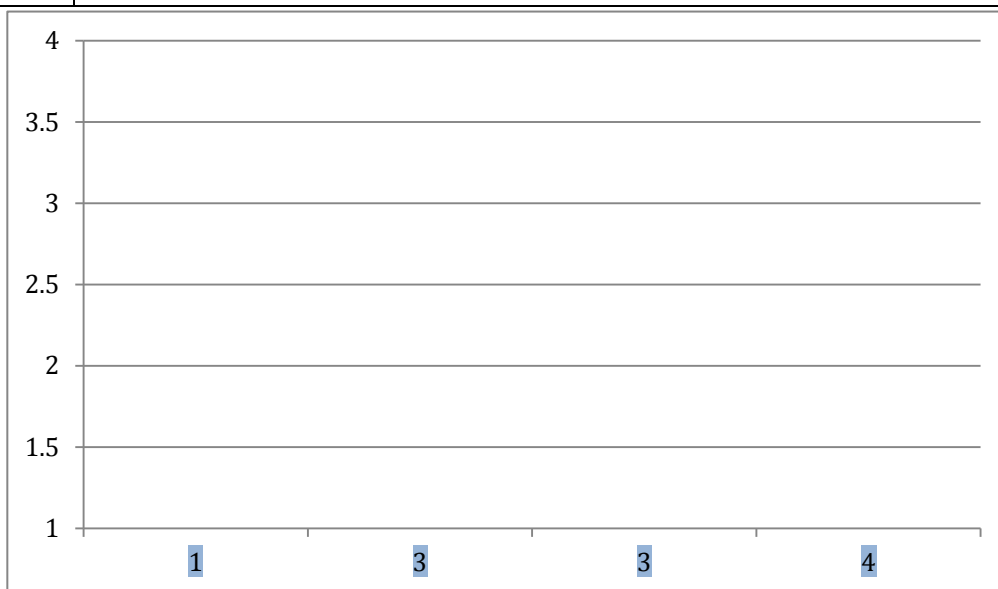
Charting progress is another common example of student investment. In some cases, students were plotting their progress over time on certain skills. This visual is a powerful motivator for students. In the following examples, students are working on one high-powered skill multiple times over the year or the unit, depending on the time frame. The first example has a 4 point rubric for reading and the next for data analysis and drawing conclusions. The key is that students are tracking their scores and revising and learning more in between assessments.

EXAMPLE 1: Reading Tracking

I can summarize. This means I can identify the main idea and the most important details that support the main idea.

Assessment Task

4	With deep understanding of the text, connections are made to other texts, experiences, or other concepts.
3	Accurately identify the implied main idea. In your own words, you explain specific details that support the main idea.
2	Accurately identify the implied main idea. Take specific details directly from the text. It's not clear how the specific details support the main idea.
1	Describe ideas from the text without identifying the main idea.



Science and Math Data Analysis

I can interpret data and draw conclusions.

Assessment Task:

4	Conclusion statements make predictions about what this data means for future events or circumstances.
3	Statements depict relationships among data collected. For example, Soccer was the most favored sport with 25 people choosing it. Football came in a close second with 22 votes.
2	Statements of interpretation describe what they data says at face value.
1	Statements identify variables in the graph. May read the variables in accurately. With help, students read the data accurately.

Tracking

I Can Statements.....DATE										
I can interpret data and draw conclusions.										

In the next example, students are asked to consider key elements of what it means to read as well as the purpose of reading. This question is intended to ensure that students go beyond just seeing the tracking as the number of words they can now read, but what goes in to being more fluent in reading. The template also provides prompting for students to reflect and then set goals for improvement throughout the year.

NAME:

Tracking My Learning and Setting Goals

Step 1. Defining Reading Fluency.

I am working on my reading fluency. Reading fluency is....

[teachers can lead students in a brief conversation about reading fluency and students can write, draw, copy what it is. Things like....

**the number of words I can read per minute – as I improve in reading, I can read faster. Reading faster helps us to understand*

**the expression or emotion I use in reading – when I read faster and smoother, I can start to stress different parts of a sentence and use emotion (quieter, louder, joy, sadness, pausing) to help show what the reading means]*

DIBELS is one assessment that gives me information about my progress on fluency – what I am good at and what next step will help me improve. My score tells me how many words I read per minute. There are goals for the overall grade I am in that help me decide what I can do to grow and keep getting better. I get to set goals for my individual progress, too.

How do we get better at reading fluency? *[Teachers and students brainstorm ideas so that as students look at their score, they have ideas about what it means and how they can get better.]*

- ✓
- ✓
- ✓
- ✓
- ✓

NAME:

Step 2. Shade in the Graph to Show Your Score

Grade level Targets: *(insert quartiles information or other information & rescale chart so all student scores in grade level will fall on the chart)*

100			
90			
80			
70			
60			
50			
40			
30			
20			
10			
0			
SCORE			
TIMING	FALL	WINTER	SPRING

NAME:

Step 3. Setting Goals and Making Plans to Grow

	FALL REFLECTION	WINTER REFLECTION	SPRING REFLECTION
Strengths: (can take from step 1 – what reading fluency is)			
Challenges: (can take from step 1 what reading fluency is)			
Plan: Next steps to improve (can take from step 1 – How to get better and grow?) When will I check in to see if my plan is working? How will I know if it is working?			

Another powerful student goal setting example is found in the work of Stiggins, Chappuis, Arter, Chappuis (2002). In this example, students take a quiz or test. Upon return of the assessment with items marked right and wrong, students also receive the form below. Learners mark if they got the item right or wrong. If wrong, they determine if it was a simple mistake or something that needs more study. From there, students use that data to identify strengths and next steps. Each item is associated with a learning goal. As a result, students have solid data with which to set goals.

Editorial: Stadium Mess: Why the Issue Won't Die

Name: _____

Date: _____

MAY 5, 2013

Directions: As you answer each question on the test, decide whether you feel confident in your answer or are unsure about it and mark the corresponding box.
(adapted from Stiggins, et. al, 2005)

Item #	Learning Target	Confident	Unsure		Right	Wrong	Simple Mistake	Further Study
1	Interpretive/Analytic: To look closely and think thoroughly – to organize the information so you see patterns and explain the situation	x			x			
2	Literal/Explicit: To find or remember information and state it in different words	x				x	x	
3	Interpretive/Analytic: To look closely and think thoroughly – to organize the information so you see patterns and explain the situation	x			x			
4	Critical/Evaluative: To make your position clear – to make a thoughtful judgment		x		x			
5	Critical/Evaluative: To make your position clear – to make a thoughtful judgment		x			x		x
6	Critical/Evaluative: To make your position clear – to make a thoughtful judgment		x			x		x
7	Critical/Evaluative: To make your position clear – to make a thoughtful judgment	x			x			

1. After your test has been corrected, identify which problems you got right and which you got wrong by putting Xs in the “Right” and “Wrong” columns.

2. Of the problems you got wrong, decide which ones were due to simple mistakes and mark the “Simple Mistake” column. Then, look at problems you got wrong and really didn’t know the answer at all; mark those “Further Study.”

Simple Mistake

- Misreading the question – after re- reading the question, you understand and could get it right
- Misunderstood the answers -- maybe you understood the question, but missed seeing the right answer
- Filled in the answer in the wrong number -- you understood the question and answered correctly but recorded the answer in the wrong blank.

Further Study

- Didn’t understand the vocabulary – When you were reading the text, you didn’t understand a lot of the vocabulary
- Guessed -- either you just guessed because you didn’t know or got frustrated
- Didn’t understand the question-- when you read the question, you didn’t understand what it was asking and couldn’t figure it out
- Didn’t understand the text and what it meant – when you tried to answer the questions, you couldn’t figure out how to find the information in the text that would help you answer the question.

SELF-ASSESSMENT & PLANNING:

1. What are my strengths (items you got right and you felt confident about)?
2. What do I need to review? (items you got wrong, and were confident about -- simple mistakes)
3. What are highest priorities for studying? (items you got wrong and were unsure of—further study)

Medium Cycle -- Formative Assessment In Practice:

Name _____ 3rd Grade Student Goal-Setting

No.	Learning Target	Right?	Wrong?	Simple mistake?	More study?
1	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
2	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
3	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
4	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
5	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
6	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form. (number in a context)				
7	I know what place value is. This means I can identify the place value of a number. (in a context)				
8	I can write numbers in different ways. This means I can identify numbers in written, expanded, or standard form.				
9	I know what place value is. This means I can identify the place value of a number. (in a context)				
10	I can identify numbers as greater than or less than. (This means I can use the correct symbol to show if numbers are equal to, greater than or less than another number.)				
11	I can identify numbers as greater than or less than. (put a group of numbers in a list)				
12	I can identify numbers as greater than or less than. (This means I can use the correct symbol to show if numbers are equal to, greater than or less than another number.) - (in a table)				
13	I can use estimation to solve problems.				
14	I can use estimation to solve problems.				
15	I can use estimation to solve problems.				
16	I can use estimation to solve problems. (underestimate)				
17	I can use estimation to solve problems. (overestimate)				
18	I can use estimation to solve problems.				
19	I know what a fact family is. This means I can identify numbers in a fact family in various situations.				
20	I know what a fact family is. This means I can identify numbers in a fact family in various situations.				
21	I can count on .				
22	I can recognize and finish number patterns .				

Source: Modified from Classroom Assessment for Student Learning: Doing It Right – Using It Well (CD-ROM chapter 5, Goal Setting with Tests, p. 5.) by R. J. Stiggins, J. A. Arter, J. Chappius, and S. Chappius, 2004, Portland, OR: Assessment Training Institute. Copyright © 2006, 2004 by Educational Testing Services.

Student Goal Setting

Reference your data on the previous page and see if you are able to set meaningful goals for your continued learning.

NAME:

TEST DATE:

My Strengths (the targets I got right):

Learning Targets:

My Areas for Growth (the targets I got wrong):

Learning Targets:





Choose two you got wrong and explain what your mistake was and how you might do it differently next time.

Item #	What you did wrong	How you will fix it next time



EXAMPLES TO REVIEW

Kindergarten Math

In this example, students all have white boards. The teacher puts a slide up that asks students to solve addition problems. As students are solving a series of 10-12 problems, the teacher is using the checklist to make notes about the extent to which students can do add fluently. Here are a few samples of the slides:

$2 + 2 =$   Solve the problem by writing the number .	$1 + 4 =$   Solve the problem by writing the number .
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Three children are having a picnic. Two more children join them. How many children are at the picnic?

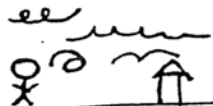

SOLVE THE PROBLEM

Kindergarten Samples

CFA 2-December-Patterns	Identify		Create		Extend		Total
	ABAB	AAB			AB	ABC	
	use 8-10 cubes, 2 piles will represent the above patterns, the other 2 will not		must make 2 different patterns		have the above patterns already made and have the student extend both patterns		
						0	
						0	
						0	
						0	
						0	
						0	
						0	

What was Annie doing at the beginning of the story? (picking apples)	What apple food is she baking? (muffins, cakes or pies) 2/3	Where is Annie taking the apples, cakes and pies? (To the city, to the stand)	Why were there so many people at stand? (They like the apples, to buy apples, etc.)	The story tells us "There are many customers buying apples and other goods." What are customers? (people shopping or buying things)	At the end of the story what tells you it is the end of Annie's day? (It is nighttime, she has on her pj's, you can see the moon/stars)

Kindergarten Writing

Stage 1	Stage 2	Stage 3	Stage 4	Stage 5
	<p>I see AA BB XXO L FFOO</p>		<p>i PLASR (I play soccer)</p>	<p>I LOVE SKI. is. GRAT.</p>
<ul style="list-style-type: none"> • Scribbles from left to right • Draws pictures only 	<ul style="list-style-type: none"> • Uses letters in drawings 	<ul style="list-style-type: none"> • Uses beginning sounds only to communicate about drawings • Uses beginning and ending sounds with teacher guidance to write words 	<ul style="list-style-type: none"> • Independently uses beginning, ending, and middle sounds to write words. • Reads writing back to teacher • Uses sound spelling to write a sentence 	<ul style="list-style-type: none"> • Writes recognizable words as well as uses sound spelling to write sentences • Writes from left to right • Is aware of spaces between words • Experiments with

Race to 100....

First and Second Grade:

Students play Race to 100 game....Over the course of a couple of days students play this game. Teachers observe and make notes to the extent that students are demonstrating each of the learning targets in these columns. At the end of the three days or so, they identify students by what they know and don't know and spend the math centers the next two days helping students deal with the concept they are struggling with.

+ consistently demonstrate understanding





X sometimes demonstrating understanding (notes focus on scenarios when they demonstrate it and looks at the situations and makes notes when they don't – what is their mistake?)

? Seems to not understand this learning target – (notes focus on what they don't understand or what they are doing that indicates this)

Names of Students	I can identify and show numbers in the ones place.	I can identify and show numbers in the 10s place.	I can regroup blocks to represent place value.	I can explain how and why I regroup.
Student 1				
Student 2				
Student 3				
Student 4				
Student 5				
Student 6				

Name _____ Grade 2

Part 1. I can identify coins and their amounts.


Coin	What's the VALUE of the coin?	What's the NAME of the coin?
		
		
		
		

penny
nickel
dime
quarter

Part 2. I can use what I know about coins to add money.

Scoop and Total

{scoop the coins from the bag, draw the coins, and add the total}

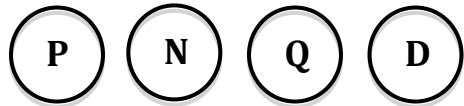
1.		28 ¢
2.		
3.		
4.		
5.		

Part 3. I can use what I know about money to solve real problems.

Sara loves chocolate. The candy bar costs 25 cents. Her friend, Tasha, loves skittles. They cost 35 cents.

How much money will it cost for the two treats?

Draw the coins you would use to pay for these treats. Use the symbols below that use the first letter of the name of the coin inside a circle.







Draw symbols to show one possible solution.

Draw another possible solution using the symbols to represent coins.

Explain how you got your answer. Use words and pictures.

Rate your confidence level by circling the phrase that best describes how you think you did.

I am confident I understand.	→	I knew what to do but have some questions.	→	I was unsure about what to do.	→	I guessed.
						

REVISED 3RD GRADE ASSESSMENT AND TEST PLAN

From Georgia Standards

https://www.georgiastandards.org/_layouts/GeorgiaStandards

Grade 3 English Language Arts 3R3: The student uses a variety of strategies to gain meaning from grade-level text. The student...

Benchmarks: This assessment targets 5 of 18	Items from the Grade 3 Assessment That Measure this benchmark
a. Makes predictions from text content.	9-12
b. Distinguishes fact from opinion.	6-8
c. Makes judgments and inferences about setting, characters, and events and supports them with evidence from the text.	9-12
d. Recalls explicit facts and infers implicit facts.	1-5
e. Recognizes the author's purpose.	1

Context

The focus of the week is described above by the benchmarks in the table. It is March and so students have been working on main idea, detail, prediction, fact and opinion prior to this story. On Monday, the teacher and students read this story together. After a brief mini-lecture on fact and opinion, students individually pick out facts and opinions and try and categorize them on a T-chart. The class has a whole group discussion about these ideas.

On Tuesday, students and teachers are engaged in looking up vocabulary words and finding them in the story. After a brief mini lesson on making judgments and inferences about events in the story, student individually choose an event and try their hand at making a judgment, supported by evidence in the text.

On Wednesday, students take a formative assessment (see attached). The teacher analyzed the results and found that students clearly understood and could recall explicit and implicit facts from the text and determine fact from opinion. However, many students struggled to make judgments and support those judgments with evidence from the text.

The next day, the teacher divides students in groups according to how they performed on questions 10, 11 and 12.

SAMPLE GRADE 3 ASSESSMENT

Two Days in May

Name _____

I can recall explicit and implicit facts. (5)

1. At the beginning of the story, what were the animals grazing on?
 - A. Worms
 - B. New lettuce
 - C. Carrots
 - D. None of the above

2. Why did Papa think the deer were in the city?
 - A. They were looking for food.
 - B. They heard Sonia call them.
 - C. They always live in the city.
 - D. None of the above

3. Which animals did they usually see in their neighborhood?
 - A. Cows & Horses
 - B. Donkeys & Lamas
 - C. Pigeons & Squirrels
 - D. None of the above

4. Where did Sonia live?
 - A. In an apartment
 - B. In a house
 - C. In a tent
 - D. None of the above

5. Who wanted to call the Animal Control officer?
 - A. Sonia
 - B. Mr. Donovan
 - C. Peach
 - D. None of the above

✓ I can distinguish between fact and opinion.

Read each statement, identify if it is fact or opinion (circle your response) and then explain why you think so.

6. The Wildlife Rescue Officer took the deer to the wildlife center and then to the woods to release them.
FACT or OPINION

Explain:

7. The neighbors camped out by the deer waiting for the Wildlife Rescue to call.

FACT or OPINION

Explain:

8. The best way to protect wildlife is to form a human wall around the animals (like deer).

FACT or OPINION

Explain:

✓ **I can recognize the author's purpose.**

9. Which of the following **best** sums up the author's purpose in writing this passage?
- Wildlife Rescue Officers play an important role in protecting deer.
 - Ordinary citizens make a difference when they come together around a common cause.
 - Deer can be a threat to a city if they are hungry and have no way to find food.
 - City ordinances can be harmful to wildlife and the good of a community.

✓ **I can make predictions from a text.**

✓ **I can make judgments and inferences about setting, characters, and events and supports them with evidence from the text.**

10. Why were all of the neighbors protesting? Explain what evidence from the text (events, character's words or actions) makes you think so.
11. What would have happened to the deer if the neighbors did not intervene? Explain what evidence from the text (events, character's words or actions) makes you think so.
12. Why do you think Sonia is so fascinated by the deer? Explain what evidence from the text (events, character's words or actions) makes you think so.

Name _____

Grade 4 Equivalent Fractions

Part 1. I can recognize equivalent fractions.

1. Equivalent fractions picked from the tree must be placed in the same basket. Put each fraction on the tree into the correct basket.

This is a fraction tree.

Under the tree are baskets.

The fraction tree contains the following fractions in its branches:

- Top: $\frac{4}{12}$
- Second level: $\frac{2}{8}$ (left), $\frac{4}{8}$ (right)
- Third level: $\frac{3}{6}$ (left), $\frac{3}{9}$ (right)
- Fourth level: $\frac{2}{4}$ (left), $\frac{6}{8}$ (middle), $\frac{6}{9}$ (right), $\frac{3}{12}$ (far right)
- Fifth level: $\frac{9}{12}$ (left), $\frac{8}{12}$ (middle), $\frac{2}{6}$ (right)

Below the tree are five baskets, each with a label in a circle above it:

- Basket 1: $\frac{1}{2}$
- Basket 2: $\frac{1}{4}$
- Basket 3: $\frac{3}{4}$
- Basket 4: $\frac{1}{3}$
- Basket 5: $\frac{2}{3}$

Each basket has a horizontal line below it for writing an answer.

Part 2. I can generate equivalent fractions.

2. Find one new equivalent fraction for each basket and write it on the line that is below the basket.

3. Fill in the missing numerator and denominator to make this pair of fractions equivalent.

$$\frac{2}{\quad} = \frac{\quad}{10}$$

Part 3. I can explain why a fraction is equivalent using words and visual models.

Explain how you figured it out – use words and pictures.

When you finish answering the questions, rate our confidence level by circling the phrase that best describes how you think you did.

I am confident I understand.	➔	I knew what to do but have some questions.	➔	I was unsure about what to do.	➔	I guessed.
------------------------------	---	--	---	--------------------------------	---	------------

5th Grade SAMPLE: Graphing Project

Learning Targets:

- ✓ I can create a survey question.
- ✓ I can organize data collected from a survey question into a chart or graphs.
- ✓ I can calculate measures of central tendency from a data set.
- ✓ I can interpret my data. This means I can draw conclusions about data.

DIRECTIONS:

1. Select a question to investigate. It should be a question that can be easily surveyed by 50 people. (We will do some surveying here at school.)

My Question is:

-
2. Create a chart on which to collect your survey responses. (Please put on notebook paper.)
 3. Once all of your data has been collected, calculate the mean, median, mode, and range on notebook paper. Your work must be shown. (It is ok to use a calculator to CHECK your work!)

Mean _____

Median _____

Mode _____

Range _____

4. Chose two types of graphs to represent your data. Create the graphs on graph paper or notebook paper. (No computer generated graphs!)If you need graph paper, please ask!
5. Make 3 statements that interpret your data. Interpret, in this case, means that you would make statements about what your trying to represent in your graph. For example, you might write, "When surveying people about their favorite ice cream, chocolate was by far the favorite flavor beating vanilla by 15 votes. Strawberry was the second most favorite flavor with 21 votes."
6. Draw some conclusions about your data. These are statements where you describe why you think the data may have come out the way it did. For example, you might write "Chocolate is the most popular ice cream flavor so this means that when the cafeteria serves ice cream and gives students a choice, they will need to order more chocolate than vanilla or strawberry."

Scoring:

DATA TABLE

- DATA TABLE IS ORGANIZED.
- DATA TABLE HAS LABELS, INCLUDING HEADINGS.
- DATA TABLE IS EASY TO READ.

MEAN, MEDIAN, MODE, AND RANGE

- GIVEN THE DATA IN THE DATA TABLE, MEASURES ARE SET UP ACCURATELY.
 - IF NOT, WHICH ONES ARE INACCURATE? _____
- CALCULATIONS OF ALL MEASURES ARE ACCURATE.
 - IF NOT, WHICH ONES ARE INACCURATE? _____

	Achieved Beginning Level	Achieved at Basic Level	Achieved at Standard Level	Achieved Beyond Standard Level
I can interpret data and draw conclusions.	<p>Statements identify variables in the graph. May read the variables in accurately.</p> <p>With help, students read the data accurately.</p>	<p>Statements of interpretation describe what they data says at face value.</p> <p>For example, 25 students chose soccer as their favorite sport.</p>	<p>Statements depict relationships among data collected. For example, Soccer was the most favored sport with 25 people choosing it. Football came in a close second with 22 votes.</p> <p>Conclusion statements reflect potential reasons why the data came out the way it did.</p>	<p>Conclusion statements make predictions about what this data means for future events or circumstances.</p> <p>For example, given how popular soccer is on our class, many students will probably watch the world cup this weekend.</p>

Name _____

I can use the active voice to communicate a message.

I can use the active voice to argue a point.

I can use evidence from the text and other media sources to communicate a stance.

Take a Stand: Should Hurricane Sandy victims that did not evacuate pay the costs of their rescue? Support your position with at least 2 reasons.

Criteria	Student Check	Teacher Comments
Includes a clear position	<ul style="list-style-type: none">● I got it.● I have some questions.● I am unsure.	
Supports position with specific examples from the text and clear explanations	<ul style="list-style-type: none">● I got it.● I have some questions.● I am unsure.	
Writes in the active voice	<ul style="list-style-type: none">● I got it.● I have some questions.● I am unsure.	

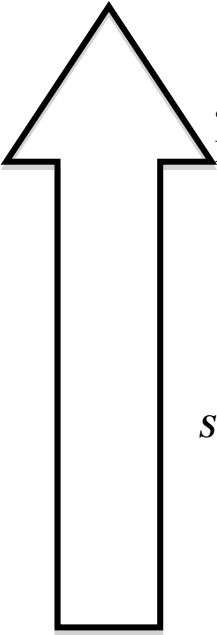
Article: After Sandy, Tough Questions, *The Wall Street Journal*, January 2013

Active / Passive Overview online at <http://www.englishpage.com/verbpage/activepassive.html>

Formative Assessment Sample #2: Middle School Social Studies

Adapted and used with permission from Ms. Neckermann, Fort Zumwalt Schools, Missouri

•I can analyze how ideas, concepts and traditions of Native Americans, Europeans and Africans have changed over time.



•I can analyze the cultural interactions among Native Americans, immigrants from Europe, and Africans brought to America.

•I can describe and evaluate the importance of the discovery, exploration, and early settlement of America.

Supporting Learning Target: I can use evidence from text to support my responses.

•I can analyze how personal and group experiences of Native Americans, Europeans, and Africans influenced their perceptions and judgments of events during early exploration and colonization.

•I can describe how laws and events affected Native Americans, Europeans, and Africans and relationships among them.

Name _____ Period _____

Formative Assessment Check Point: Use Your Own Paper to Address the Questions Below: Use **evidence** from the text to support your response.

Tasks: Use your own paper to craft your response to the questions below.	Confidence Level: Indicate how confident you are about the quality of your response.	Scoring: Check your work and indicate which criteria you feel are present in your response.
1. Describe how the laws of the African societies affected the daily lives of its citizens.	<input type="radio"/> I am confident I constructed a quality response <input type="radio"/> I am unsure about the effectiveness of my response. <input type="radio"/> I guessed.	<input type="checkbox"/> Accurate content <input type="checkbox"/> Effective evidence from the text supports <input type="checkbox"/> Clear explanations
2. Explain how the rise of different African civilizations (and their laws) affected the lives of early Africans.	<input type="radio"/> I am confident I constructed a quality response <input type="radio"/> I am unsure about the effectiveness of my response. <input type="radio"/> I guessed.	<input type="checkbox"/> Accurate content <input type="checkbox"/> Effective evidence from the text supports <input type="checkbox"/> Clear explanations
3. Give at least 2 examples of how African life has changed since before the 1200s.	<input type="radio"/> I am confident I constructed a quality response <input type="radio"/> I am unsure about the effectiveness of my response. <input type="radio"/> I guessed.	<input type="checkbox"/> Accurate content <input type="checkbox"/> Effective evidence from the text supports <input type="checkbox"/> Clear explanations
4. Explain why you think ideas or traditions of African cultures have changed since before the 1200s.	<input type="radio"/> I am confident I constructed a quality response <input type="radio"/> I am unsure about the effectiveness of my response. <input type="radio"/> I guessed.	<input type="checkbox"/> Accurate content <input type="checkbox"/> Effective evidence from the text supports <input type="checkbox"/> Clear explanations



Algebra 1 Assessment
Non-Linear Functions
Form A

Name _____

Teacher _____

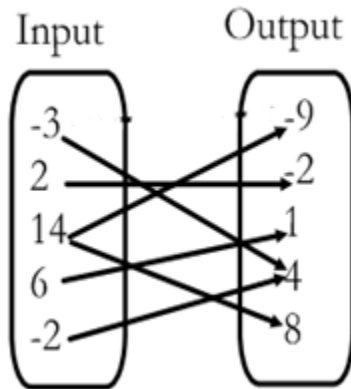
Date _____ Block _____

Functions	Graphs	Tables	Equations

Functions

Determine if the relation is a function or not. If the relation is not a function, explain why in detail.

1. Function YES NO



2. Function YES NO

x	y
-11	23
-9	28
-5	14
-1	-5
0	-5

Literary Analysis of The Things They Carried Checklist and Rubric

Prompt: People are usually profoundly changed by their experiences in war. Choose three characters from the stories and examine how they were changed by their experiences. What conclusions can you draw about the effects of war on the human spirit?

Student ✓

Teacher

_____ 1. **Introduction:** includes author and title, topic, thesis statement.....(5 pts) _____

_____ 2. **Body:**

- Three different characters examined
- Explanation given of characters' experiences
- Explanation given of how each character was changed by his experience
- Specific support from literature used.....(20 pts)

_____ 3. **Conclusion:**

- Conclusions made about effects of war on the human spirit
- Main idea restated; gives closure to topic.....(10 pts)

_____ 4. **Conventions:** free from grammatical, spelling, capitalization, punctuation, usage error.....(5 pts) _____

40 points possible =

Writing Rubric (see Rubric on back side of this checklist)

- Focus (#1,2,3)** _____
- Development (#2)** _____
- Organization (#1,2,3)** _____
- Language Usage (#4)** _____

World Language Sample Assessment

Name _____

Part 1. Formulate complete questions using question words and verb-only question structures.

Directions:

You have been asked to interview an exchange student from México. In preparation for the interview, create a list of 10 questions you might ask to learn about his school and city.

Item	Questions	Scoring
1		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
2.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
3.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
4.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
5.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
6.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
7.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
8.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
9.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning
10.		<input type="radio"/> Accurate form <input type="radio"/> Accurate meaning

