The Assessment Learning Network

Prioritizing and Assessing Standards to Accelerate Learning

Wednesday, October 21, 2020

ALN
ASSESSMENT LEARNING NETWORK

Working Together

Norms for the ALN meetings

Proposed Norms

for a group whose purpose is to learn together (Virtually)

- Mute your audio if you are not a presenter.
- Use the chat feature to post thoughts and ask questions.
- Be an active participant.
- Be respectful
- Provide feedback via the chat.
- Know that this is being recorded, including all chat activity.

Today's Agenda

- Overview and Welcome
- Prioritizing Standards
  - Why would we want to do this?
  - What does a prioritized set of standards look like?
  - How do we prioritize standards?
  - What does it look like in the field?
- Break

Today's Agenda, cont'd

- Assessing Prioritized Standards
  - Formative Assessment Process
  - Instructionally Embedded Assessment
  - Performance Assessment
  - Interim Assessments
- We've prioritized and assessed, now what?
  - Using the assessment information
  - Learning Maps
- Future meeting dates
- Adjourn!

A Vision for the ALN

- A professional learning community focused on improving assessment practices in public education
- A vehicle to promote the MAC's Assessment Literacy Standards throughout Michigan
- A conduit between the MAC and Michigan's professional educational organizations that can work collaboratively to improve educators' assessment literacy

ALN
ASSESSMENT LEARNING NETWORK

Who is with us today?

Please type your name and affiliation in the chat box.

Welcome and context for this ALN session

Kathy Dewsbury-White
Michigan Assessment Consortium

Themes and Implications from MAC's Summer Survey: *Assessment Plans 2020-21*

- Many teachers will likely start the school year uncertain about students' current levels of achievement.
- Educators are also uncertain about what might happen with assessment plans in their schools/districts this school year.
- Respondents indicated that a wide range of assessment tools and strategies might be available in the fall/during the school year to assess students. However, these may not provide the individual student data teachers will need to help move student learning forward.
- A small group of respondents indicated plans to use assessment strategies most tied to ongoing daily instruction, such as ongoing use of the formative assessment process or project-based performance assessments.
- A small group of respondents voiced the viewpoint that the *nature of assessment will change.*
- A strong majority of educators expressed an interest in training on assessment practices in a remote educational setting.

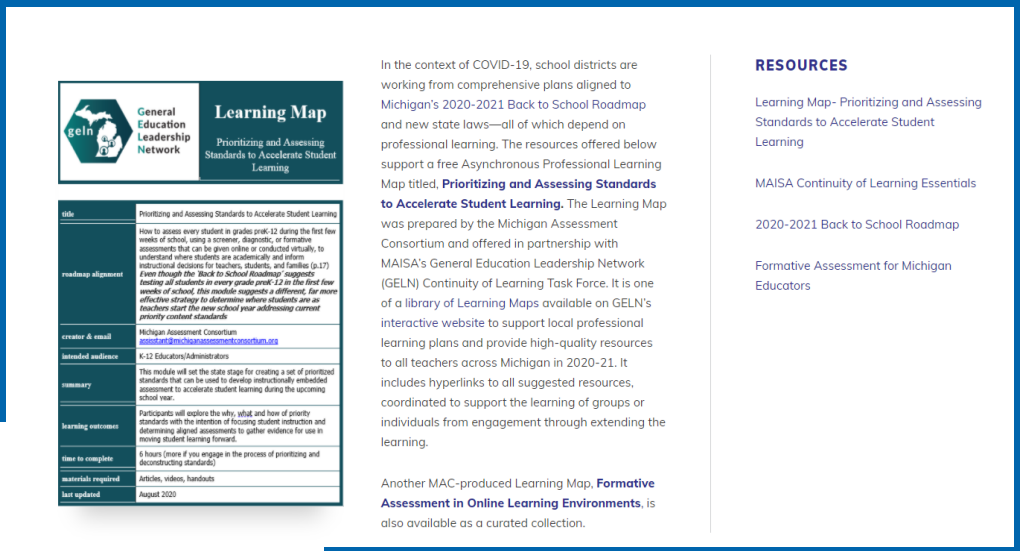
Principles Supporting our 2020-21 Context

- Assessment should be used to determine *how* to bring students into grade-level instruction, not *whether* to bring them into it. Assessment should not be used as a gatekeeper to grade-level content.
- The formative assessment process is our strongest tool to support and accelerate learning and growth; we must use it.
- Targeted checks using instructionally embedded assessments (IEAs), followed immediately by the use of that information, will support instruction; use of diagnostic assessments, as suggested by IEAs and/or formative practices, will be helpful.
- The first several weeks of school should focus on students' social, physical, and emotional well-being and strengthen relationships and establish cultures conducive to learning.

Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic, Robin Lake and Lyn Olson, The Evidence Project at CPRE, July 2020

Prioritizing and Assessing Standards to Accelerate Student Learning

MAC Curated Collection- Prioritizing Standards



General Education Leadership Network

Learning Map

Prioritizing and Assessing Standards to Accelerate Student Learning

title	Prioritizing and Assessing Standards to Accelerate Student Learning
roadmap alignment	How to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families (p.17) *Even though the 'Back to School Roadmap' suggests testing all students in every grade preK-12 in the first few weeks of school, this module suggests a different, far more effective strategy to determine where students are as teachers start the new school year addressing current priority content standards*
creator & email	Michigan Assessment Consortium assessment@michiganassessmentconsortium.org
intended audience	K-12 Educators/Administrators
summary	This module will set the state stage for creating a set of prioritized standards that can be used to develop instructionally-embedded assessment to accelerate student learning during the upcoming school year.
learning outcomes	Participants will explore the why, what and how of priority standards with the intention of focusing student instruction and determining aligned assessments to gather evidence for use in moving student learning forward.
time to complete	6 hours (more if you engage in the process of prioritizing and deconstructing standards)
materials required	Articles, videos, handouts
last updated	August 2020

In the context of COVID-19, school districts are working from comprehensive plans aligned to Michigan's 2020-2021 Back to School Roadmap and new state laws—all of which depend on professional learning. The resources offered below support a free Asynchronous Professional Learning Map titled, **Prioritizing and Assessing Standards to Accelerate Student Learning.** The Learning Map was prepared by the Michigan Assessment Consortium and offered in partnership with MAISA's General Education Leadership Network (GELN) Continuity of Learning Task Force. It is one of a library of Learning Maps available on GELN's interactive website to support local professional learning plans and provide high-quality resources to all teachers across Michigan in 2020-21. It includes hyperlinks to all suggested resources, coordinated to support the learning of groups or individuals from engagement through extending the learning.

Another MAC-produced Learning Map, **Formative Assessment in Online Learning Environments**, is also available as a curated collection.

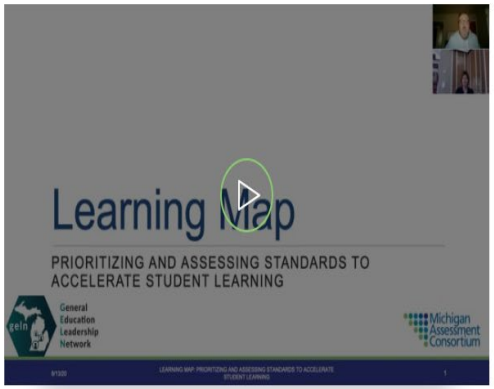
RESOURCES

Learning Map- Prioritizing and Assessing Standards to Accelerate Student Learning

MAISA Continuity of Learning Essentials

2020-2021 Back to School Roadmap

Formative Assessment for Michigan Educators



This short introduction to the Learning Map, **Prioritizing and Assessing Standards to Accelerate Student Learning**, builds shared understanding for WHY we recommend prioritizing and assessing grade level standards to accelerate learning and then provides an overview of suggested resources and activities.

Why would we want to prioritize our standards?

Kathy Berry
Monroe County ISD
Ellen Vorenkamp
Wayne RESA

Chat Flurry!

Please wait for the cue to hit “Enter”.

What word or words (up to 3) might come to mind when a colleague asks you to define or describe “prioritizing standards” or “priority standards”?

Ideas on Prioritizing/Priority Standards

- "essential to learn" – NCTM/NCSM
- "connects across grades and courses" – NCTM/NCSM
  "major work of the grade or course" – NCTM/NCSM
- "will future student learning be hindered without understanding/proficiency in this standard" – NCTM/NCSM
- "major clusters," "supporting clusters," "additional clusters" – Achieve the Core/Student Achievement Partners

Prioritizing Standards – Is NOT…

"Prioritizing content and learning does not mean that students will be deprived of critical knowledge, or that their educations will be any less diverse or rich. Every topic in a district's curriculum encompasses a collection of related ideas, skills and applications. Just because a topic is important doesn't make every underlying or related skill or concept vital to a student's understanding of that topic."

– Council of the Great City Schools

"…(T)o say that some things have greater emphasis is not to say that anything in the standards can safely be neglected in instruction"

– K5CCSSMInteractive.pdf

All Standards Are NOT Created Equal!

- CCSS.MATH.CONTENT.6.RP.A.1
  Understand the concept of a ratio and use ratio language to describe a ratio relationship between two quantities. *For example, "The ratio of wings to beaks in the bird house at the zoo was 2:1, because for every 2 wings there was 1 beak." "For every vote candidate A received, candidate C received nearly three votes."*

- CCSS.MATH.CONTENT.6.RP.A.3
  Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

Why Prioritize Standards?

- "If everything is important then nothing is important"
  - Patrick Lencioni

- "Learning has little or nothing to do with what a teacher covers. Learning has everything to do with what students can accomplish."
  - Harry Wong

Prioritize Standards to Create Coherency

Bill Ferriter, (2012):

We all know:

- Curricula developed at the state and/or federal level are almost ALWAYS stuffed with far more content than any teacher can possibly get through in the course of one school year.
- This causes pretty much EVERY teacher to gloss over individual standards in their curriculum.
- When there's just NO WAY to get through everything, you do the best that you can to get through as much as you can and you pray that the rest isn't on the end-of-grade tests.

Prioritize Standards to Create Coherency, cont'd

- In most schools, decisions about what to ditch when the time gets tight are made in isolation. Individual teachers cut things based on (1) what they know about their current groups of kids and/or (2) what they really like to teach.

- In a traditional school, this confusion leads to a curricular nightmare. Students in different classes move from grade level to grade level knowing different things. This, in fact, creates gaps in children's learning and creates chaos for teachers in the next grade level.

Bill Ferriter, 2012

Prioritize standards to create coherency, cont'd

- ***Rick DuFour calls this "organized abandonment"*** *… and as scary as it sounds to make choices about what you're NOT going to emphasize while teaching your REQUIRED curriculum, it's essential.*

- You see, teachers are ALREADY abandoning content. Making those choices together gives the teachers in the next grade level a fighting chance. Instead of having entire groups of students with different bits of background knowledge, they'll have entire groups of students with a relatively similar set of content knowledge, ***skills and abilities***.

Why Prioritize Standards—Especially Now?

Positive Relationships; Social-Emotional Well-being and Learning

Promoted by many educators and organizations to be a (the?) top concern and priority for 2020-2021

These can be developed and supported while engaged in well-designed content-area learning.

Why Prioritize Standards—Especially Now?
cont'd

Student engagement, motivation, identity, and agency (identity in action) are more important than ever. (CGCS p. 4)

Supportive class/school cultures, positive learning communities, norms, constructing how we engage together are (together) a related top priority.

These all can be developed and supported while engaged in well-designed content-area learning.

Why Prioritize Standards… Especially Now?
cont'd

"This prioritization of content and learning not only promotes in-depth, rigorous instruction, but allows for the **additional time** teachers will need **to address unfinished learning needs** as they arise."

– Council of the Great City Schools, p. 5

Why Prioritize Standards—Especially Now?
cont'd

Racing through content **returns us back to prior bad habits** we're finally making some progress in breaking:

- ✓ shallow engagement
- ✓ low standards for understanding
- ✓ low cognitive demand for students
- ✓ inequitable learning environments
- ✓ less-effective (but potentially easier and more comfortable) teaching practices
  - teaching as telling
  - transmitting knowledge
  - I-do-You-parrot-back

— See Council of the Great City Schools, p. 4

Voices With a View to the Pandemic:

- "…elevate some of the most important mathematics at each grade level in the coming school year while reducing time and intensity for topics that are less integral to the overall coherence of college- and career-ready standards."'

  – Student Achievement Partners (K-8, p. 13)

- Enable teachers and student to engage deeply with the most important work of the grade/course; engaging deeply is more effective than a shallow survey approach.

  – Council of the Great City Schools, p. 4.

- "What is most important deserves more time, and teachers need to be given the latitude to provide responsive feedback and allow time for constructive struggle….This additional time has to come from somewhere."

  – Council of the Great City Schools, p. 4.

Before Committing, Check Legal Requirements — Michigan PA 148 of 2020

Section 13

"(13) For the 2020-2021 school year only, the minimum number of hours and days of pupil instruction requirement under subsection (3) is waived for all districts. However, for the 2020-2021 school year only, districts shall, at a minimum, provide pupil instruction at school, at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination therein that results in an amount of hours and days necessary to deliver the educational or course content that would have been delivered in 180 days and 1,098 hours in a school year in which pandemic learning was not provided and that would have led to course completion. As used in this subsection, "pandemic learning" means a mode of pupil instruction provided as a result of the COVID-19 pandemic."

…and the August 20, 2020 MDE MEMO

MDE MEMO #COVID-19 094

“ Under these new laws, districts have to provide, at a minimum, student instruction at school, at a different location, in person, online, digitally, by other remote means, in a synchronous or asynchronous format, or through any combination of those that would result in an amount of hours and days necessary to deliver the content that would have led to course completion in a typical school year.”

Chat Flurry!

Please wait for the cue
to hit “Enter.”

You read a student handbook to find out what it takes for a student to have successful “course completion.” What is one idea or sentence that you might expect to see?

Proposal: We enable learners to connect deeply with content and each other

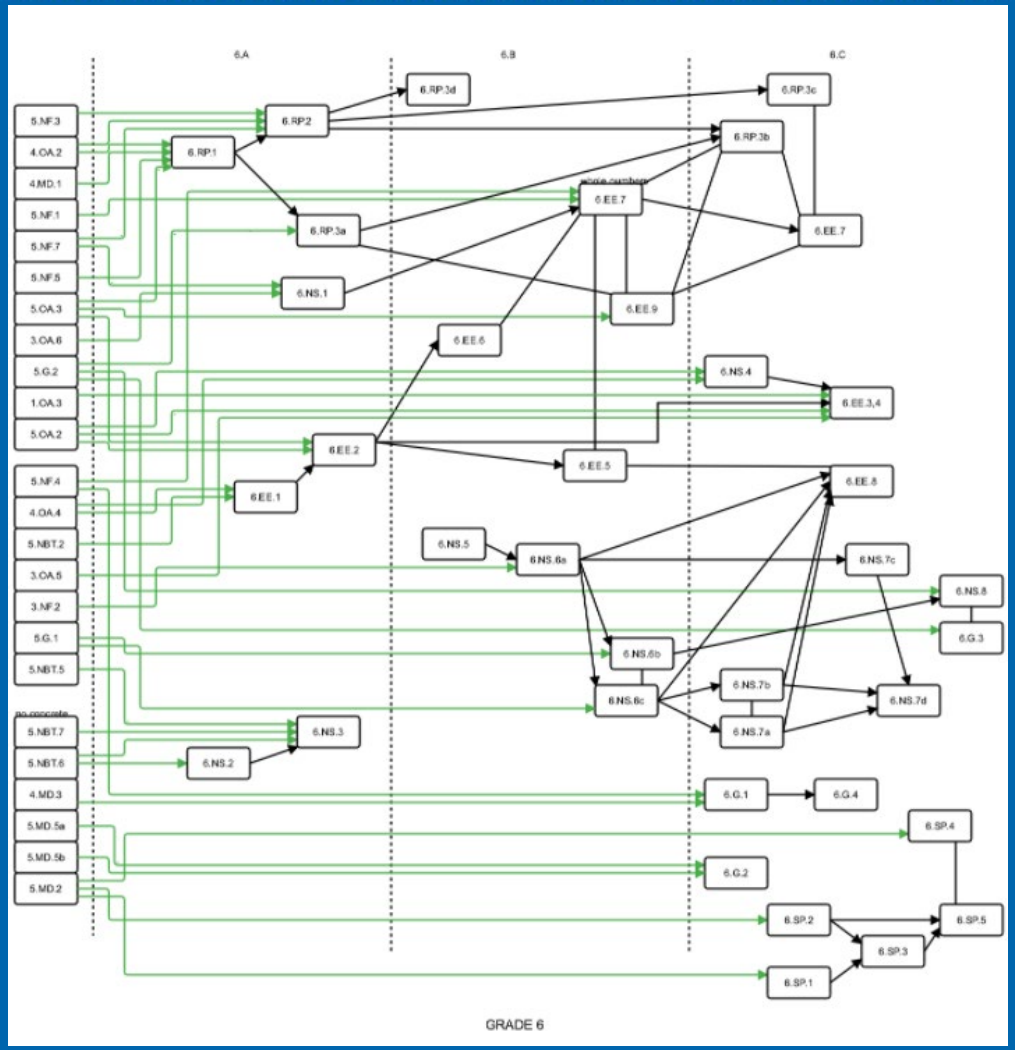
Prioritizing standards allows us to…

- Look for, recognize, and use the assets our students are bringing with them;
- Honor the work and perseverance of students and teachers by providing focus, coherence, and time;
- Remind ourselves daily we are working with young humans; even high school Honors and AP students are novices in the content compared to their teachers;
- Honor and respect the humanity of our learners; no quantity of content is more important than engaging them in quality learning experiences and allowing the time and means so they can own their learning.

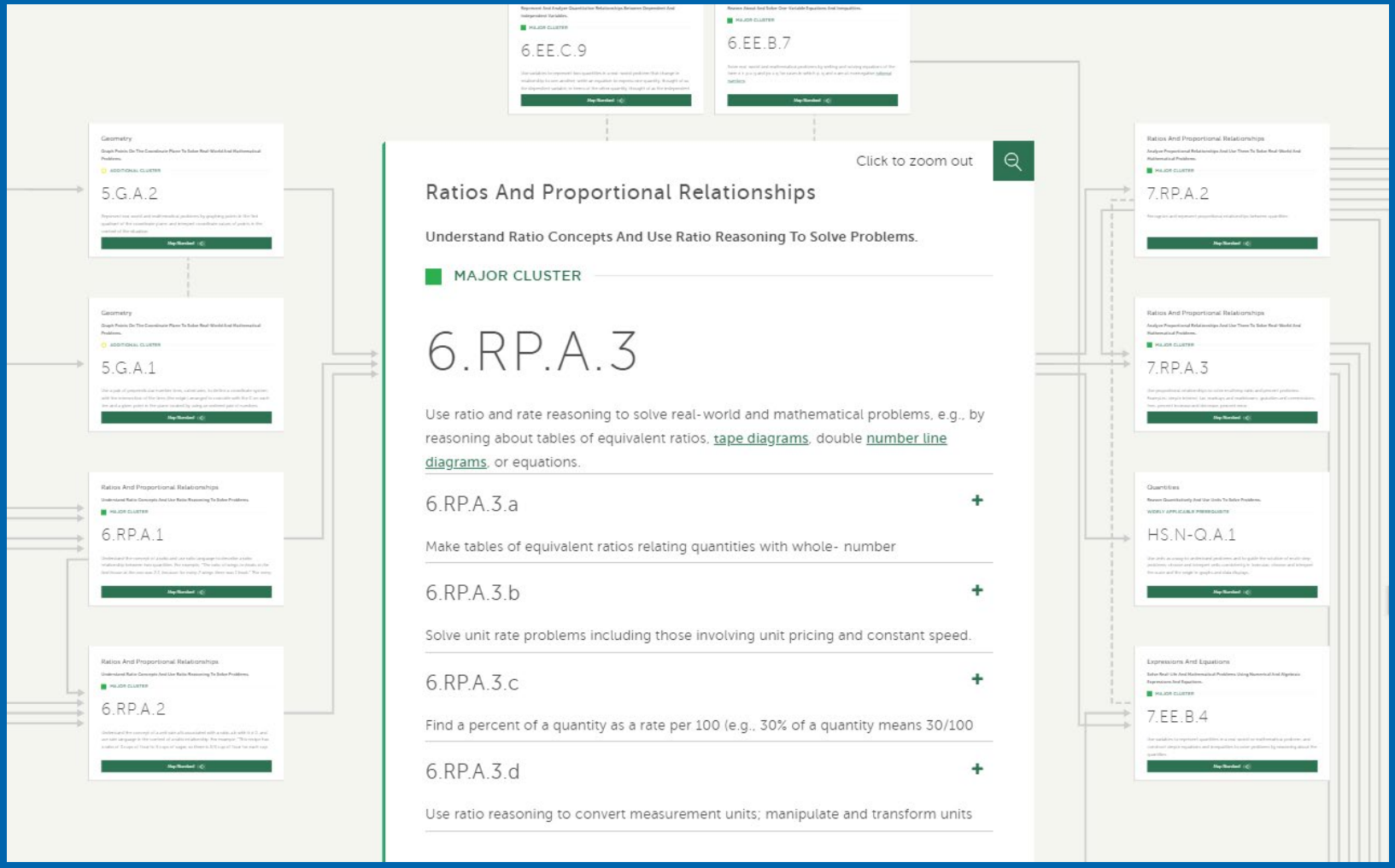
Two examples of prioritized standards in mathematics

Kathy Berry
Monroe County ISD

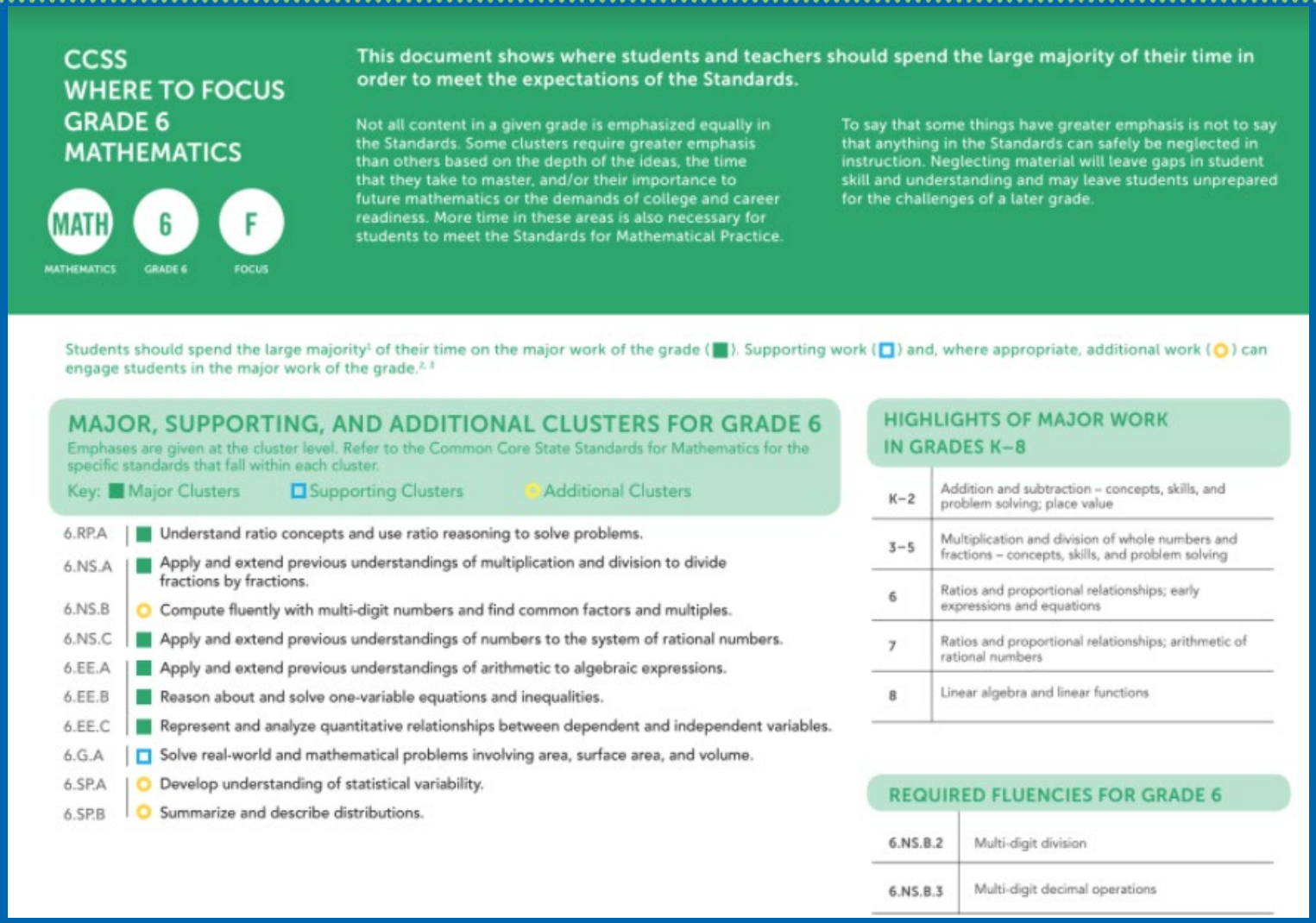
Big Picture: Mathematics Student Achievement Partners



Big Picture: Mathematics Student Achievement Partners, cont'd



Big Picture: Mathematics
Student Achievement Partners, cont'd



CCSS
WHERE TO FOCUS
GRADE 6
MATHEMATICS

MATH — MATHEMATICS
6 — GRADE 6
F — FOCUS

This document shows where students and teachers should spend the large majority of their time in order to meet the expectations of the Standards.

Not all content in a given grade is emphasized equally in the Standards. Some clusters require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to future mathematics or the demands of college and career readiness. More time in these areas is also necessary for students to meet the Standards for Mathematical Practice.

To say that some things have greater emphasis is not to say that anything in the Standards can safely be neglected in instruction. Neglecting material will leave gaps in student skill and understanding and may leave students unprepared for the challenges of a later grade.

Students should spend the large majority[1] of their time on the major work of the grade (■). Supporting work (□) and, where appropriate, additional work (○) can engage students in the major work of the grade.[2, 3]

MAJOR, SUPPORTING, AND ADDITIONAL CLUSTERS FOR GRADE 6

Emphases are given at the cluster level. Refer to the Common Core State Standards for Mathematics for the specific standards that fall within each cluster.

Key: ■ Major Clusters □ Supporting Clusters ○ Additional Clusters

6.RP.A	■	Understand ratio concepts and use ratio reasoning to solve problems.
6.NS.A	■	Apply and extend previous understandings of multiplication and division to divide fractions by fractions.
6.NS.B	○	Compute fluently with multi-digit numbers and find common factors and multiples.
6.NS.C	■	Apply and extend previous understandings of numbers to the system of rational numbers.
6.EE.A	■	Apply and extend previous understandings of arithmetic to algebraic expressions.
6.EE.B	■	Reason about and solve one-variable equations and inequalities.
6.EE.C	■	Represent and analyze quantitative relationships between dependent and independent variables.
6.G.A	□	Solve real-world and mathematical problems involving area, surface area, and volume.
6.SP.A	○	Develop understanding of statistical variability.
6.SP.B	○	Summarize and describe distributions.

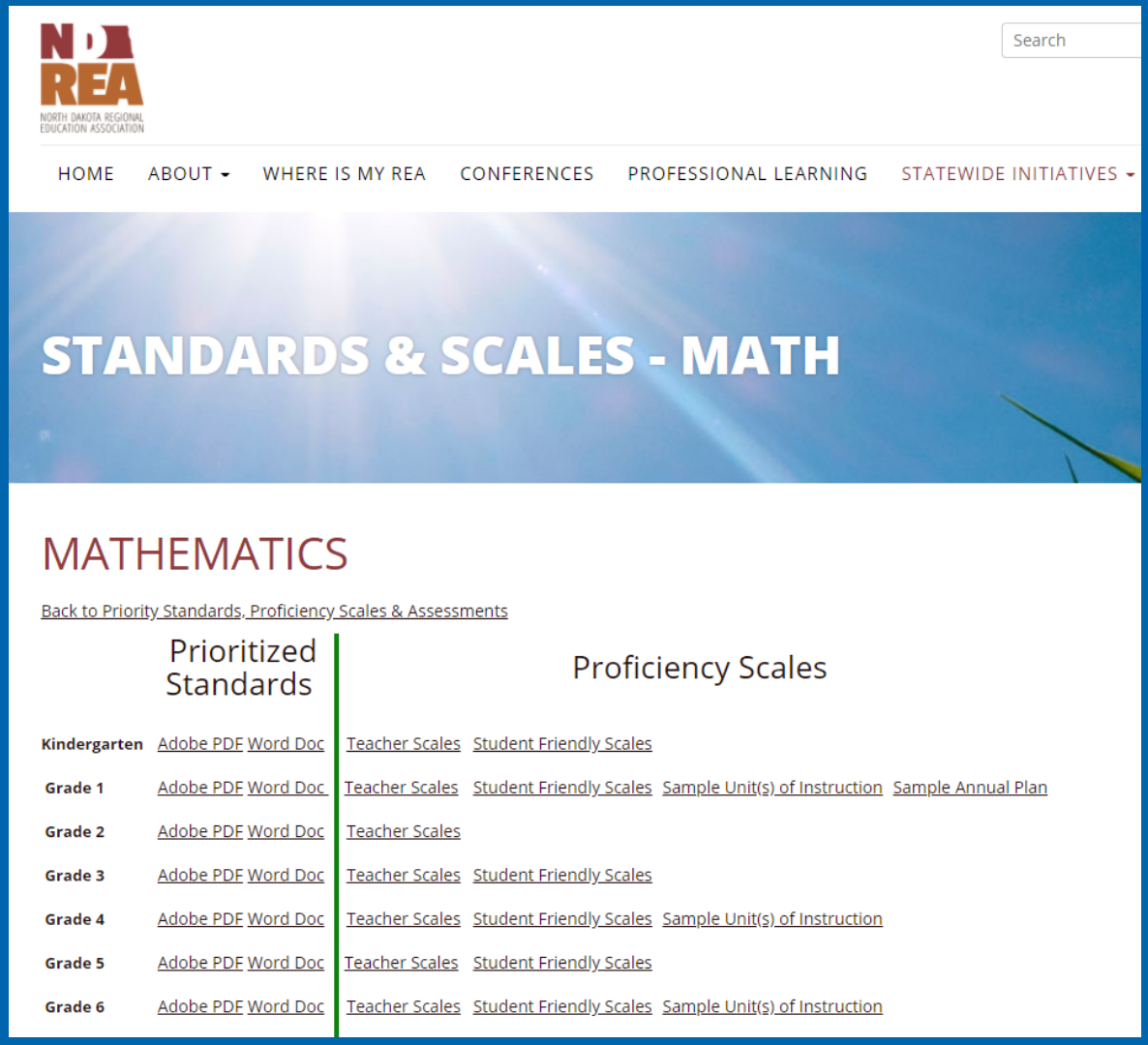
HIGHLIGHTS OF MAJOR WORK IN GRADES K–8

K–2	Addition and subtraction – concepts, skills, and problem solving; place value
3–5	Multiplication and division of whole numbers and fractions – concepts, skills, and problem solving
6	Ratios and proportional relationships; early expressions and equations
7	Ratios and proportional relationships; arithmetic of rational numbers
8	Linear algebra and linear functions

REQUIRED FLUENCIES FOR GRADE 6

6.NS.B.2	Multi-digit division
6.NS.B.3	Multi-digit decimal operations

Another View – From North Dakota



6th Grade Priority Standards (pg. 2)

The Number System	6.NS.1	Use visual fraction models and equations to interpret and compute quotients of fractions. Use models and equations to solve word problems involving division of fractions by fractions.	quotient, reciprocal
	6.NS.3	Fluently add, subtract, multiply, and divide multi-digit decimals using strategies flexibly, including the standard algorithm for each operation.	algorithm
Ratios and Proportional Relationships	6.RP.3 a, b, c,d	Use tables of equivalent ratios, tape diagrams, double number line diagrams, and equations to reason about ratios and rates in real world and mathematical problems. a) Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b) Solve unit rate problems including those involving unit pricing and constant speed. c) Find a percent of a quantity as a rate per 100. Solve problems involving finding the whole, given a part and the percent. d) Use ratio reasoning to convert measurement units. Manipulate and transform units appropriately when multiplying or dividing quantities.	equivalent ratio, double numberline, tape diagram, percent, unit rate, percent, rate
Statistics and Probability	6.SP.5	Summarize numerical data sets in relation to their context by: a) Reporting the number of observations. b) Describing the nature of the attribute being investigated, including how it was measured and its units of measurement. c) Calculating quantitative measures of center (median and/or mean) and variability (interquartile range and/or mean absolute deviation), as well as describing any overall pattern and any striking deviations from the overall pattern with reference to the context in which the data was gathered. d) Relating the choice of measures of center and variability to the shape of the data distribution and the context in which the data were gathered.	mean, median, mode, variability, deviation, quartile

What is a process that can be used to prioritized standards?

Ellen Vorenkamp
Wayne RESA

Many teachers don’t want a “ready-made” set of priority standards; they would prefer to develop their own.

Go for it!

It is time well spent!

Begin with the grade level standards…

Good teaching is forever being on the cutting edge of a child's competence.

Jerome Bruner

Teaching on Grade Level *IS* Important

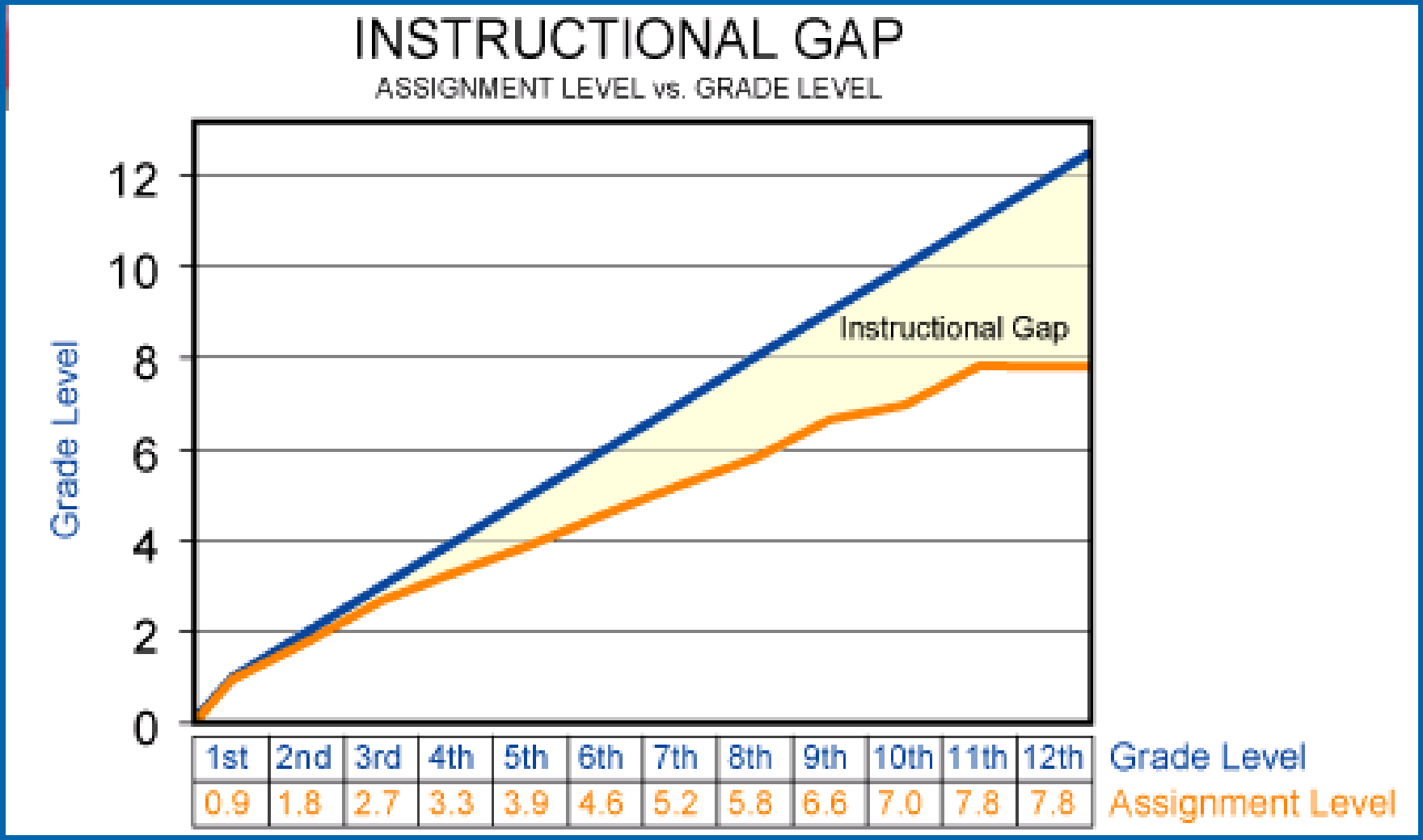
- Why? Think and Share in chat box...
  - Students perform no higher than the activities/assessments we give them
  - State tests assess grade level content
  - Students aren't likely to learn what they are not taught
  - Students learn more when taught at a higher level

State Standards vs. Grade Level of Assigned Work

- California study*
- 2001-2002 school year
- 174 Schools
- 63 Districts
- 192,000 assignments/tasks

* Hollingsworth & Ybarra, 2003, *Summary of Research on Instructional Gap*, Internal Report of DataWORKS Educational Research, Unpublished.

What They Found



Assignments that Measure Up

Laura Varlas, ASCD Express, 2018:

> "Everyone has an assignment gap," says Don Marlett, a consultant with Learning-Focused, a K–12 professional development company based in North Carolina. One major study, conducted in **2009** by the **South Carolina Department of Education**, looked at **250,000** assignments in **326 public schools** and found that ***as grade level advances, assignments fall further and further below standard***. By the time a student gets to middle school, there's a **50 percent chance that an assignment given is not on grade level**. More recently, a study by the Education Trust reported that only **38 percent** of assignments are on grade level.

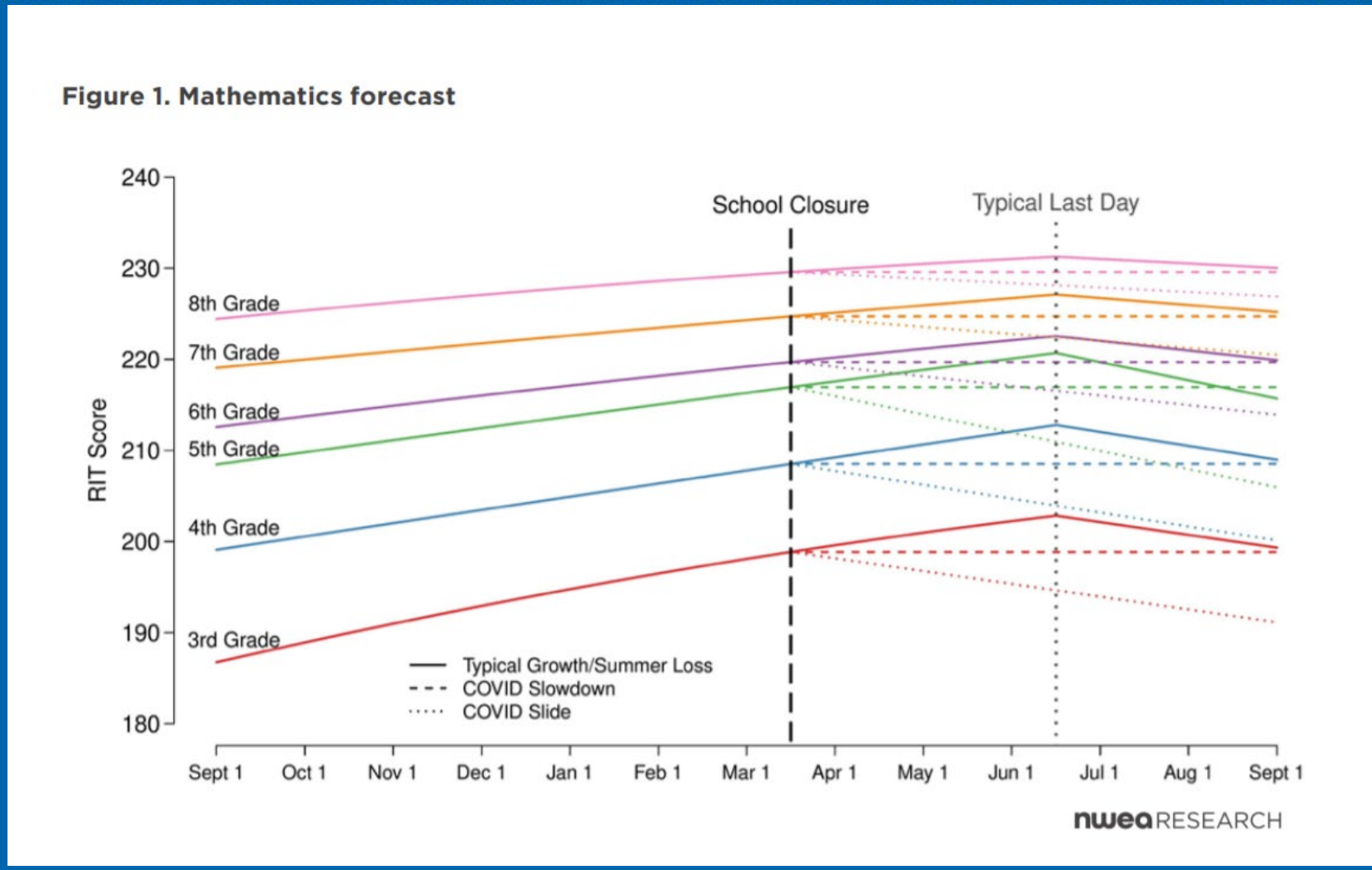
TNTP Study—

Stephen Sawchuk, Ed Week October 2018

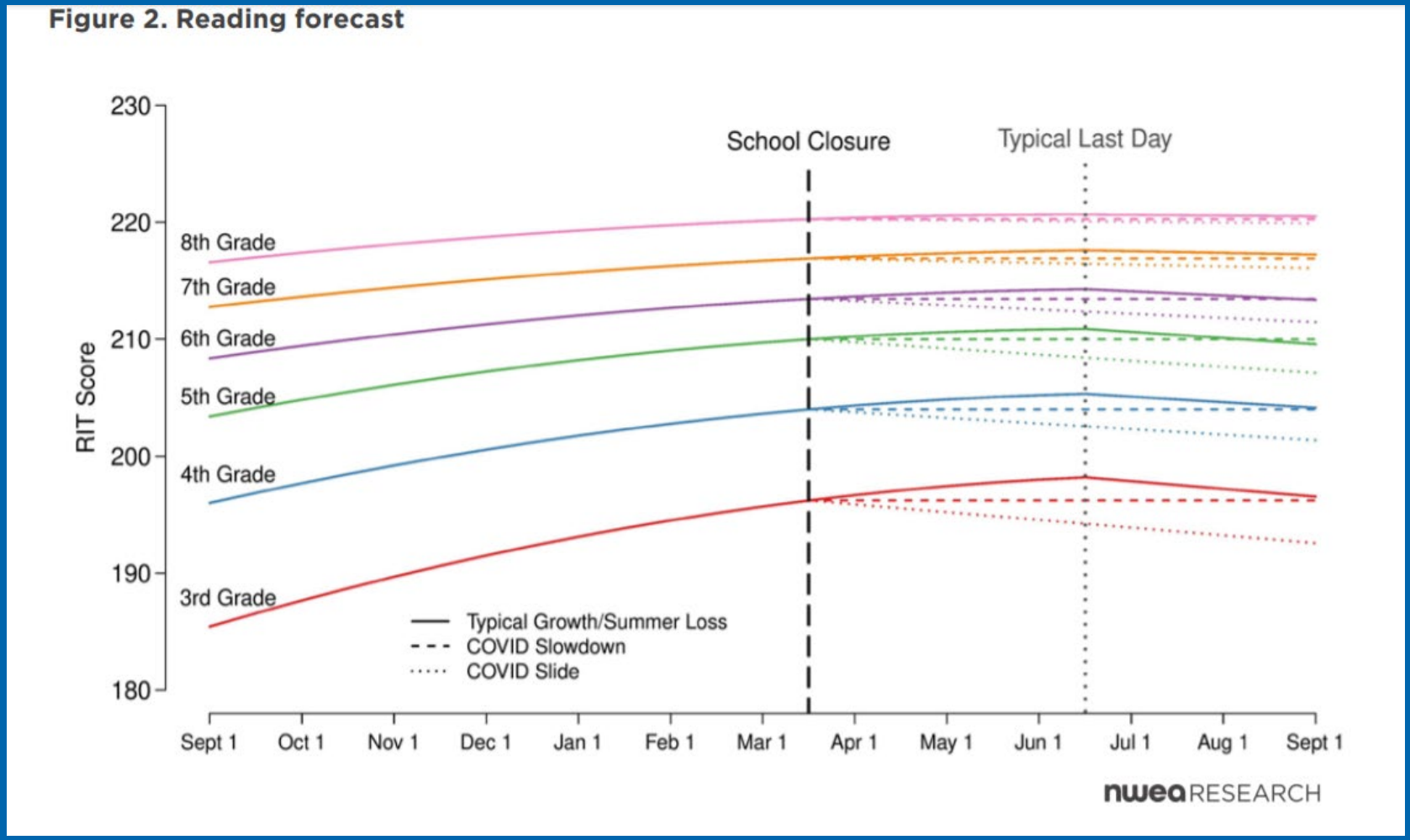
- 22,000 pieces of student work from 4 large school districts collected during the 2016-2017 school year.
- 71% of students succeed on the assignments given
- 17% were actually on grade level

– The New Teacher Project

NWEA-Gap Projections Due to COVID



NWEA-Projected Gaps Due to COVID



Move Into the Process

- Create a shared understanding of the why, what and how
- Determine your selection criteria and clarify its use
- Develop a common template(s) to document the work
- Encourage engaging dialogue within teacher teams
- Recognizing that each team is at a different place within the process
- Ensure time to do the work
- Be flexible and modify as needed as you go

Reemphasize

- Standards need to be prioritized to ensure a guaranteed viable learning opportunity for every child.
- Teachers are not eliminating standards…
- They are determining those standards that we go **deep** in and those that simply get a **light touch.**

Need to Know vs. Nice to Know

Suggestion based on the work of Larry Ainsworth:

- **Need to Know –** Content guaranteed ALL students will LEARN –Deeper Focus
- **Nice to Know –** Taught to some, used for differentiation –Lighter Touch

Recommended Article Read

- What are power standards? And How do we use them?
  - By Dr. Angela Peery

Fence Posts = Deep Foundational Priority Standards

Fence Rails = Support and Connecting Standards

T-REAL–Prioritizing Criteria

- **Teacher Intuition**—means go with your gut! You know your content…you know what students need to know and be able to do…you know the "need to know" as opposed to the "nice to know."
- **Readiness**—means that the standard is part of a learning progression that will be built upon at the next level of learning or class.
- **Endurance**—means that standards will provide knowledge and skills that will be useful and necessary far into the students' future academic and professional careers.
- **Assessment**—means that you are selecting standards that will be measured on state and local assessments
- **Leverage**—means that the standard provides knowledge and/or skills that will be valuable in several content areas.

Example: Power Standards Template

HPS Power Standard Form
Unwrapping Power Standards Template

Grade Level and Course	

Step 1 Identify the Power Standards that are determined as essential to master by the end of the course. The standards are what the bulk of our time teaching, assessing, re-teaching and reassessing will be spent on. These are the standards we can't imagine our students leaving our course of study or grade level without mastering.

List of Power Standard for Mastery by the End of the Course	
Standard 1	
Standard 2	
Standard 3	
Standard 4	
Standard 5	
Standard 6	
Standard 7	
Standard 8	
Standard 9	
Standard 10	

The Process and Practice

- Get into Content/Grade level teams.*
- Each person needs a copy of their curriculum standards and criteria selection sheet.
- Individually go through and identify your top 10-12 standards or parts of a standard—in **5 min.** or less.
- Using the Priority Standards Template, dialogue with one another and come to consensus as a group around the 12-15 most Need to Know standards; document them.
- **The power of this process is in the dialogue teachers will engage in** and ultimately the final product.

Example 1: Power Standards Template

Fourth Grade

Operations and Algebraic Thinking

4.OA.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

4.OA.1 **Interpret a multiplication equation as a comparison,** e.g., interpret 35 = 5 × 7 as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.
4.OA.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison
4.NBT.4 Fluently add and subtract multi-digit whole numbers using the **standard algorithm.**

Numbers and Operations in Base Ten

4.NBT.1 Recognize that in a multi-digit whole number, a digit in one place represents ten times what it represents in the place to its right. *For example, recognize that 700 ÷ 70 = 10 by applying concepts of place value and division*.

4.NBT.2 Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using >, =, and < symbols to record the results of comparisons.

4.NBT.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 is a multiple of a given one-digit number. Determine whether a given whole number in the range 1-100 is prime or composite.

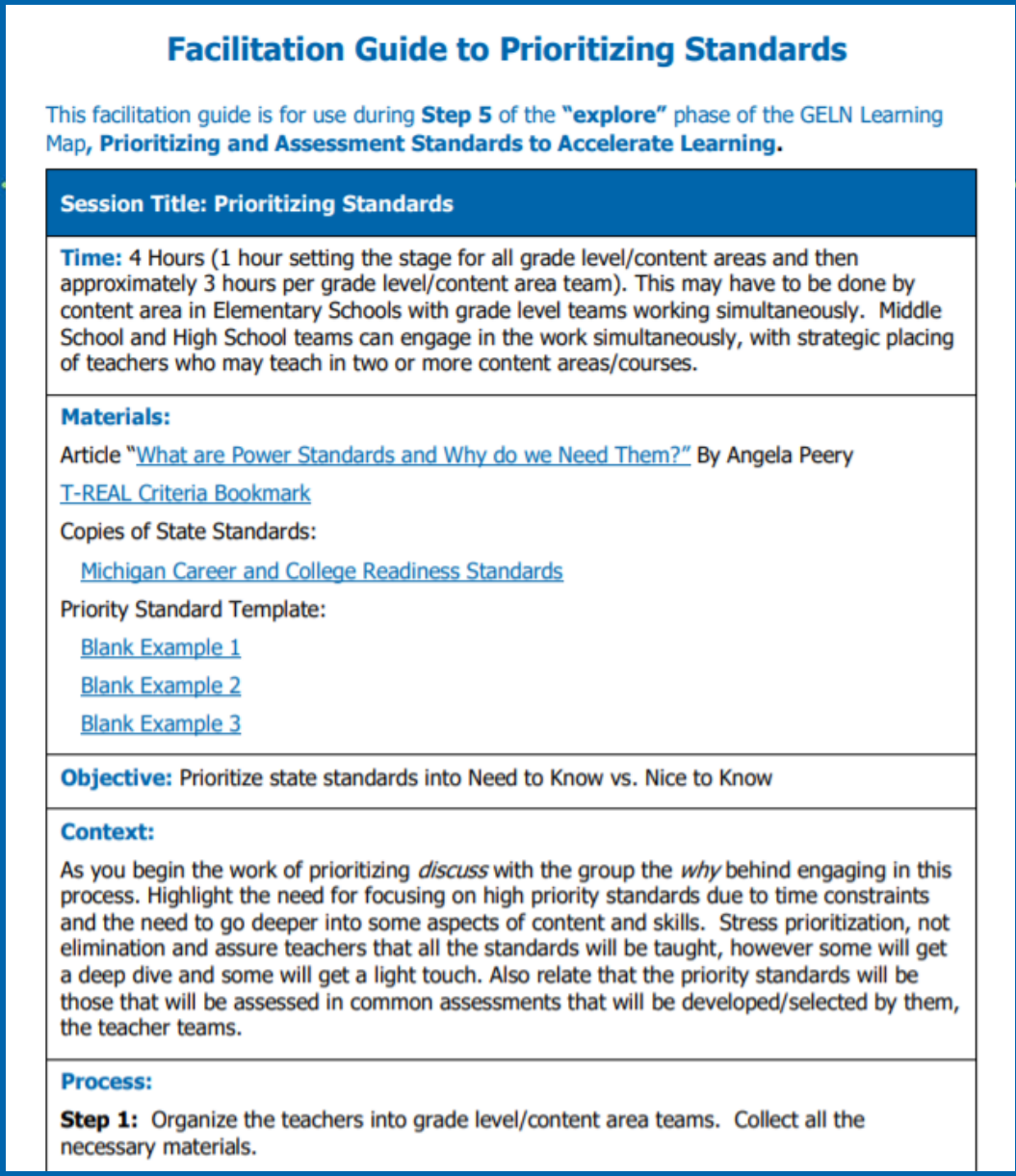
4.NBT.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

Example 2: Power Standards Template

Power Standards *These should be organized by importance or they can be paced according to the resource	**Supporting Standards** Supporting standards are listed in importance with the most important first	**Curriculum Resource Alignment**
READING LITERATURE **Key Ideas and Details** RL.3.1 . Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. RL.3.2 Recount stories,including fables, folktales, and myths from diverse cultures, determine the central message lesson, or moral and explain how to is conveyed through key details in the text.	**READING LITERATURE** **Key Ideas and Details** RL.3.3 Describe characters in a story (eg: traits, motivations or feelings) and explain how their actions contribute to the sequence of events. **Integration of Knowledge and Ideas** RL 3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (eg: create mood, emphasize aspects of a character or setting) **READING LITERATURE + INFORMATIONAL** RL 3.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. **SPEAKING AND LISTENING** **Presentation of Knowledge and Ideas** SL 3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	

Facilitation Guide

file:///C:/Users/vorenke/Downloads/Facilitation-Guide-Prioritizing-Standards.pdf



Facilitation Guide to Prioritizing Standards

This facilitation guide is for use during **Step 5** of the **"explore"** phase of the GELN Learning Map, **Prioritizing and Assessment Standards to Accelerate Learning.**

Session Title: Prioritizing Standards

Time: 4 Hours (1 hour setting the stage for all grade level/content areas and then approximately 3 hours per grade level/content area team). This may have to be done by content area in Elementary Schools with grade level teams working simultaneously. Middle School and High School teams can engage in the work simultaneously, with strategic placing of teachers who may teach in two or more content areas/courses.

Materials:

Article "What are Power Standards and Why do we Need Them?" By Angela Peery

T-REAL Criteria Bookmark

Copies of State Standards:

Michigan Career and College Readiness Standards

Priority Standard Template:

Blank Example 1

Blank Example 2

Blank Example 3

Objective: Prioritize state standards into Need to Know vs. Nice to Know

Context:

As you begin the work of prioritizing *discuss* with the group the *why* behind engaging in this process. Highlight the need for focusing on high priority standards due to time constraints and the need to go deeper into some aspects of content and skills. Stress prioritization, not elimination and assure teachers that all the standards will be taught, however some will get a deep dive and some will get a light touch. Also relate that the priority standards will be those that will be assessed in common assessments that will be developed/selected by them, the teacher teams.

Process:

Step 1: Organize the teachers into grade level/content area teams. Collect all the necessary materials.

ALN
ASSESSMENT LEARNING NETWORK

PRACTITIONER PERSPECTIVE:
What does prioritizing standards look like in a district?

Donna Jakubik, Principal
Maples Elementary School
Dearborn Public Schools

Maples School Current Status

- Dearborn Public Schools currently all remote
  - Learning labs supporting students
- How does it look?
  - Single subject at a time
    - Identify priority standards
    - Unwrap standards
    - Align with the curriculum resource
- Began our essentials work in 2018-19 with math standards
- Continued in Spring 2020 with ELA standards

Maples School Fall 2020 Focus

Flashback/Flash forward using the Essential Standards from last school year

Grade:	(2019-2020) Last Year 4th Gr Team	(2020 -2021) Current 5th Gr Team	(2020 -2021) Current 5th Gr Team
5th	**Identify the Essential Standards that your grade level is the most concerned about students struggling with due to the COVID shutdown. COPY AND PASTE ACTUAL STANDARD WITH NUMBER INTO THIS BOX**	**Identify the Most Essential Standards that you will be teaching in this content area this year.**	**Which prerequisite skills and concepts must be planned for in order for students to be proficient in this content area for this grade level.**
	4.NF.A No special considerations for curricula well aligned to fraction equivalence and ordering, as detailed in this cluster. Incorporate some foundational work on simple equivalent fractions (3.NF.A.3). Time spent on instruction and practice should NOT be reduced.	**5.OA.2** Write simple expresssions that record calculations with numbers, and interpret numerical expressions without evaluating them. For example, express the calculation "add 8 and 7, then multiply by 2" as 2 × (8 + 7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.	Use the four operations with whole numbers to solve problems.
	4.NF.C No special considerations for curricula well aligned to concepts of decimal fractions, as detailed in this cluster. Time spent on instruction and practice should NOT be reduced.	**5.OA.3** Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. *For example, given the starting number 0, and given the rule "Add 3" and the starting number 0, generate terms in the resulting sequences, and observe that the terms in one sequence are twice the corresponding terms in the other sequence. Explain informally why this is so.*	Understand fraction equivalence and ordering. Understand decimal notation for fractions, and compare decimal fractions.
	4.NF.B* Emphasize reasoning with unit fractions to determine sums and products, not committing calculation rules tomemory or engaging in repetitive fluency exercises. Incorporate some foundational work on the meaning of the unit fraction (3.NF.A.1 & 2), especially through partitioning the whole on a number line diagram.	**5.NBT.1** Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left.	Generalize place value understanding for multi-digit whole numbers
	4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.	**5.NBT.3** Read, write, and compare decimals to thousandths.	Generalize place value understanding for multi-digit whole numbers

Maples School Essential Standards Work

- What is the value to staff?
  - Consistency
  - Focus
  - Viable and guaranteed curriculum for all Maples students

- Assessment:
  - MDE Benchmark Assessment
    - NWEA (Math + Reading)
  - Use of IEA (Instructionally Embedded Assessments)
    - Eureka Math
    - Benchmark Advance ELA
  - Teacher data review following IEA
    - Reteaching as needed

Break!

Assessing students on the prioritized standards

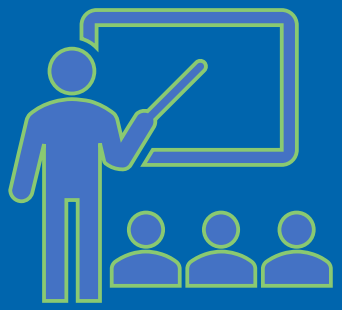
Edward Roeber
Michigan Assessment Consortium

Assessment Choices – Fall 2020

- This fall, educators had to make choices about starting school. Here are two possibilities:
  A. Identify priority standards *from last school year* (especially from the spring), assess students on those, and provide remedial instruction where needed, before starting instruction on new content; OR
  B. Identify priority standards for the *upcoming* school year and, using assessment options that permit teachers to see what students know, can do, and understand, move forward with instruction on new content (providing any additional assistance as needed, when needed).
- Note: These are the same choices teachers face every school year. I trHa

Results of These Choices – Fall 2020

This implies educators made choices about how assessment might be used to help them instruct students:



- **Option A:** Teachers spent time at the start of the school year, reviewing instruction on last year's priority standards (taught or missed), tested students to identify learning needs, and provided remedial instruction, before introducing new topics.
- **Option B:** Teachers moved forward with grade-level instruction on this year's content standards. Teachers used assessment methods that permitted a deeper understanding of what students are learning. Teachers provided needed supports to fill in any missing content to ensure current grade-level content was learned.

What Assessment Approaches Permit Deeper Understanding of Student Learning?

Approaches that permit educators to gain insights about what students know, can do, and understand include:

- Daily use of the formative assessment *process*, effectively learned and used by educators.
- Periodic use of instructionally-embedded assessments related to priority standards, in order to engage students deeply in demonstrating what they know and can do while they are learning.
  - Performance assessment can be part of teachers' assessment toolkit, whether instruction is provided in-person or remotely
  - Students are able to demonstrate their knowledge and skills on meaningful tasks (and teachers gain deeper understanding of what students know or need help learning)

Assessing Priority Standards

Interim/benchmark assessments can be used as well:

- Off-the-shelf interim assessments
  - Curriculum Associates iReady
  - DRC Smarter Balanced
  - NWEA MAP
  - Renaissance STAR
- Custom-developed interim assessments developed by districts

Keys to quality:

- Is each priority standard measured in the same breadth and depth as the standard itself?
- Do teachers receive information on individual student achievement on each priority standard?
- Does the overall assessment measure all priority standards?

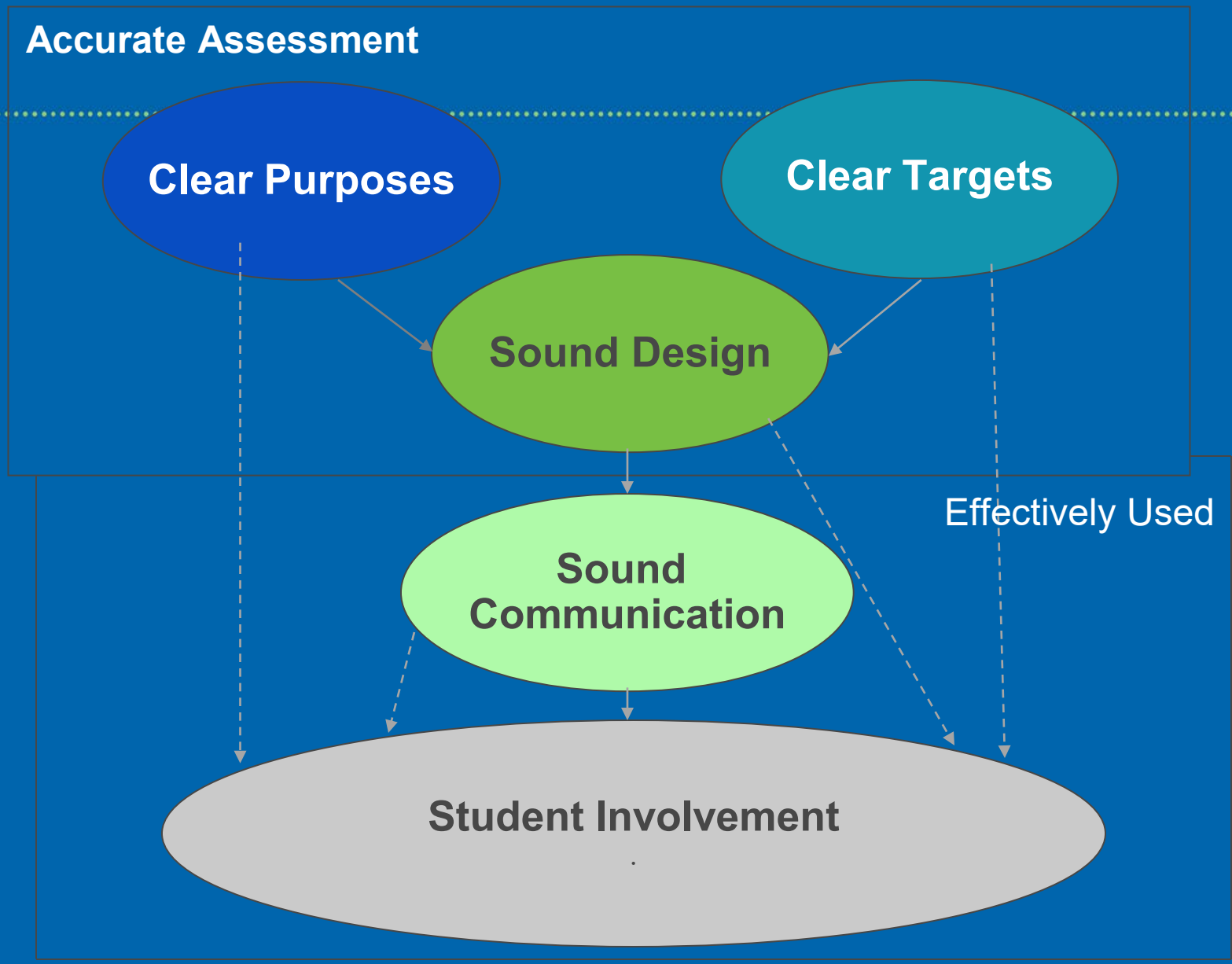
Reflection

- What connections are you making between the use of interim assessment and the use of priority standards?
- What wonderings might you have?

Connecting the formative assessment process to prioritized standards

Ellen Vorenkamp
Wayne RESA

Keys to Quality Classrooms Assessments



Quality Classroom Assessment

Formative Assessment Process

Purposes:

- Monitor and adjust instruction during the learning
- Nudge students along in their learning journey
- Inform students and parents of student progress
- Best used with priority and sub standards

Classroom Summative Assessment

Purposes:

- Certify student learning at the end of a learning opportunity
- Judge students at the end of a unit, course, year.
- Inform students and parents of student achievement
- Best used for priority standards

Definition

> Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners.

~ CCSSO FAST SCASS – Austin, TX: June 2017

Formative Assessment Guiding Questions

Where are we (teacher and students) going?

What does the student understand now?

How do we (teacher and students) get to the learning target?

Formative Assessment Components

Planning

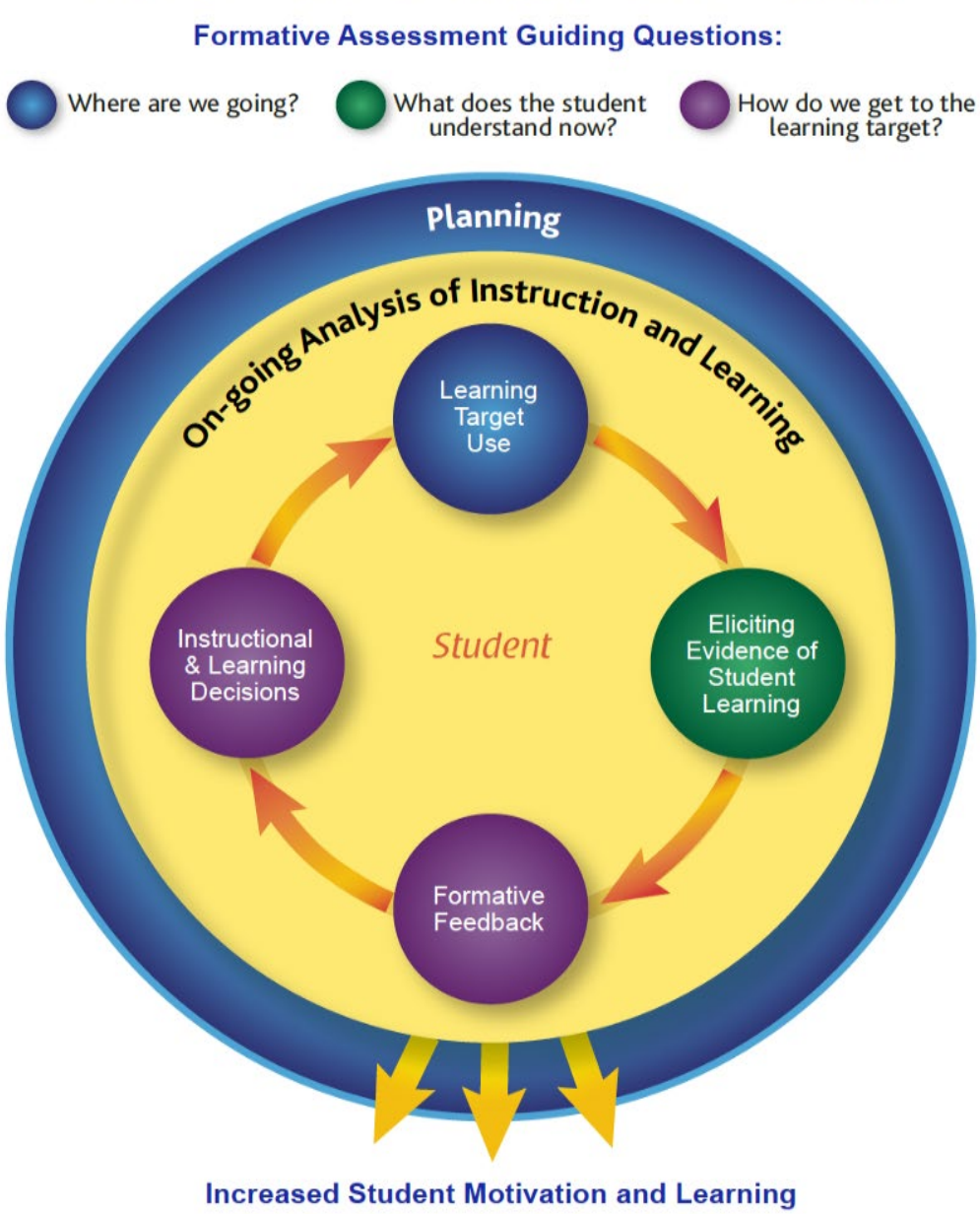
Learning Target Use

Eliciting Evidence of Student Understanding

Formative Feedback

Instructional and Learning Decisions

The Formative Assessment Process



FAME Components and Elements

Guiding Questions	FAME Components and Elements
Where are we (teacher and students) going?	**Planning** 1.1—Instructional Planning: planning based on knowledge of the content, standards, pedagogy, formative assessment process, and students. **Learning Target Use** 2.1—Designing Learning Targets: the use and communication of daily instructional aims with the students 2.2—Learning Progressions: connection of the learning target to past and future learning 2.3—Models of Proficient Achievement: examples of successful work for students to use as a guide.
What does the student understand now?	**Eliciting Evidence of Student Understanding** 3.1—Activating Prior Knowledge: the opportunity for students to self-assess or connect new ideas to their prior knowledge 3.2—Gathering Evidence of Student Understanding: use of a variety of tools and strategies to gather information about student thinking and understanding regarding the learning targets from *all* students 3.3—Teacher Questioning Strategies: the intentional use of questions for students to explain their thinking or to connect their idea to another student's response 3.4—Skillful Use of Questions: a focus on the purpose, timing, and audience for questions to deliver content and to check students' understanding
How do we (teacher and students) get to the learning target?	**Formative Feedback** 4.1—Feedback from the Teacher: verbal or written feedback to a student to improve his or her achievement of the learning target 4.2—Feedback from Peers: feedback from one student to another student about his or her learning in relation to a learning target 4.3—Student Self-Assessment: the process in which students gather information and reflect on their own learning in relation to the learning goal. **Instructional and Learning Decisions** 5.1—Adjustments to Teaching: teachers' daily decisions about changes to instruction 5.2—Adjustments to Learning: students' use of feedback for improvement.

Component 1: Planning

Formative Assessment Process Planning Template

Teacher:	**District/School:**	
Discipline:	**Course:**	**Grade(s):**
Lesson Title		
Performance Standard(s)		
Content Standard		
Learning Target(s):	**Success Criteria:**	
Overview of the Lesson		
Summarize the instructional tasks/activities/strategies to be used to help students achieve the learning target(s).		
What questions might be used to gather evidence of student learning?	**What strategies might be used to gather evidence of student learning**	
At what point(s) during the lesson will these questions be asked and strategies used?		
What ideas and experiences might students have that you can leverage while learning? **What misconceptions might students have while learning? How will you address these?**		
When and how will evidence of student understanding be used to modify instruction?		
How and when will feedback be provided to students (teacher to student/student to student/student to self)?		
After the lesson has been taught, what aspects worked well and will be used again, and what aspects are in need of improvement?		

Component 2: Learning Target Use

Elements:

2.1 – Designing Learning Targets

2.2 – Learning Progressions

2.3 – Models of Proficient Achievement

Learning Targets

Learning targets written in student-friendly language are used to help students understand what they are learning, how to reach the “target,” and what success looks like once the target is reached.

When learning targets are connected to past and future learning, they can also help students to understand the planned sequence of instruction.

Models of Proficient Achievement: Rubric

Component 3: Eliciting Evidence of Student Understanding

Elements:

3.1 – Activating Prior Knowledge

3.2 – Gathering Evidence of Student Understanding

3.3 – Teachers Questioning Strategies

3.4 – Skillful Use of Questions

Eliciting Evidence of Student Understanding

Student evidence of learning is used to help teachers know where students are in relation to the learning targets, help students see what they know and need to work on, and help teachers and students make decisions about where to go next.

Component 4: Formative Feedback

Elements:

4.1 – Feedback from Teachers

4.2 – Feedback from Students

4.3 – Student Self-Assessment

Formative Feedback

Formative feedback, verbal and written, is provided to students to help them understand how close they are to the learning target(s) and what they can do to move closer.

An important attribute of formative feedback is to identify not only what students are struggling with, but also what they are doing well.

Component 5: Instructional & Learning Decisions

Elements:

5.1 – Adjustments to Teaching

5.2 – Adjustments to Learning

Instructional & Learning Decisions

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Instructional decisions, as part of the formative assessment process, are made by teachers to alter or verify instruction based on student evidence and their progression toward learning targets.

In addition, students make learning decisions in the formative assessment process when they alter or verify their strategy and use formative feedback about their progress to make adjustments to reach the learning target.

Instructionally embedded assessments and prioritized standards

Ellen Vorenkamp
Wayne RESA

Classroom Assessment Defined

Assessment is the process of gathering evidence of student learning to inform educational decisions.

– Rick Stiggins, October, 2018

What Does Classroom Assessment Look Like?

Assessment is the process of gathering evidence of student learning to inform educational decisions. We do that in a wide variety of ways!

Instructionally Embedded Assessments (IEAs)

- Instructionally Embedded Assessments (IEAs) are opportunities for teachers to assess student learning, within the course of a unit of study, to gauge student understanding, provide feedback, determine next steps, and make instructional adjustments accordingly.
- They are meant to integrate classroom instruction, student learning, and assessment and are woven into the instructional sequence.
- IEAs are intended to be relaxed, constant, and integrated or embedded within classroom instruction.

Instructionally Embedded Assessments (IEAs), cont'd

- Teachers have the flexibility to adapt IEAs to align with their priority standards and reflect the delivery of the content within their classrooms, which allows for a customized experience for each student.
- IEAs should give both teachers and students insights into the students' knowledge, skills, and understandings relative to the grade-level content.
- Due to the level of flexibility with IEAs, they can be quite developmentally and culturally appropriate for all students.

Instructionally Embedded Assessments (IEAs), cont'd

- There are many types of effective IEAs. short written responses to engaging prompts, quotes, illustrations and the like, where students are constructing new ideas and relating their learning with a short period of time such as a single class period.
- They also can be extended assessment opportunities where students are able to extend and elaborate on their knowledge as they collect new information, reason, evaluate, and/or synthesize around a topic of interest.

Instructionally Embedded Assessments (IEAs), cont'd

- Ultimately, IEAs should allow students to "show what they know" in a variety of ways while the learning is still occurring.
- Some examples of IEAs include, but are not limited to:
  - × Journals
  - × Writing Samples
  - × Focused Conversations
  - × Observations
  - × Concept Maps
  - × Task Cards
  - × Interviews
  - × Projects
  - × Debates
  - × Performance Tasks

Steps to Implement IEA's

1. Plan what, when, and how to assess each child.
2. Collect information from a number of sources, such as observations, classroom products, performance events, and conversations with the student and their families.
3. Assemble a collection of evidence or portfolio that may include notes/pictures on observations, prompted responses, writing samples, projects, performance event artifacts, and notes about conversations.
4. Review the portfolio often and write reflective summaries that can be used in sharing information about the student's development. Narrative reporting may be completed by both students and teachers.
5. Present summaries and information from the portfolio to students, families, and staff to guide instructional planning and adjustments. Students may also be used as presenters of the information.
6. Use the information to determine student progress and growth toward proficiency of priority standards.

Performance assessment and prioritized standards

Edward Roeber
Michigan Assessment Consortium

Performance Assessment – What is It and Why is it Useful?

ALN ASSESSMENT LEARNING NETWORK

LEARNING POINT

Performance Assessment – What is It and Why is it Useful?

Various assessment techniques can be used to determine what students know and can do. Before selecting the assessment methods to be used, however, it is important to determine the purposes for assessment and the manner in which results will be reported. Assessment method(s) need to be selected that are consistent with the purposes and intended uses of the assessment results.

Student content knowledge can be readily assessed using selected-response (multiple-choice) and short-constructed-response items. These assessments are easy to administer and can provide considerable information on student content knowledge in a relatively short period of time. However, we often wish to learn more about students' levels of understanding than just what they know. This includes learning more about what students understand of concepts they have learned, and having students use what they know to solve novel problems.

One way to accomplish this is by using performance assessments. These are assessments designed to measure what students are able to do in relationship to the content standards developed at the state and local levels. These are some of the most valuable means of assessing students, and while they have several advantages, there are also several challenges in using them. This paper will describe the major types of performance assessments, why they are useful, challenges in using them, and how these challenges might be addressed.

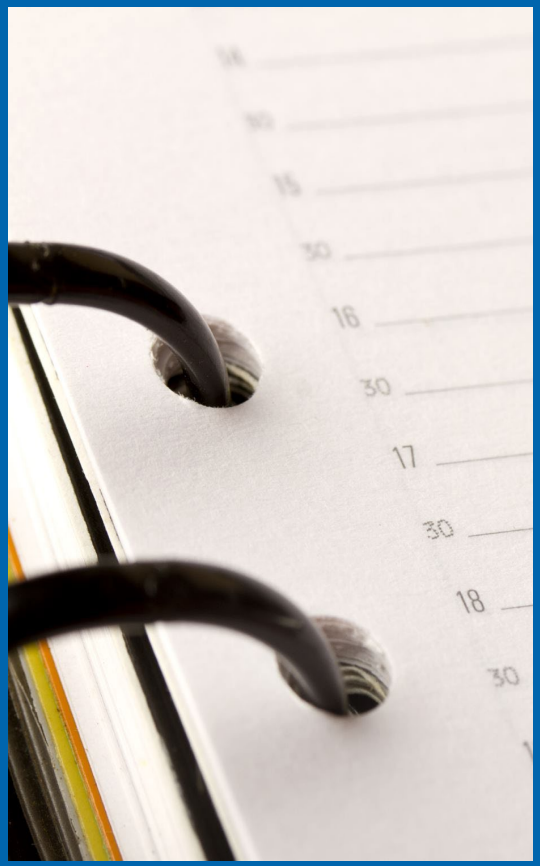
What is performance assessment?

As stated in a recent assessment design article (Kahl and Hofman, 2013): *"Rather than requiring students to select a response from two or more options, performance assessment asks students to apply their knowledge and skills in creating some form of product, presentation, or demonstration focused on key aspects of academic learning. In the context of 21st century skills the term 'performance assessment' commonly refers to substantive activities — either short-term, on-demand tasks or curriculum-embedded, project-based tasks that yield reliable and valid scores. Products can be extended writing, research reports, presentations, works of art, performances, and more."* (p. 1).

Performance assessments are measures on which students are asked to perform in some manner, such as conducting an investigation in science, developing a computer program to demonstrate functions in mathematics, analyzing source documents to compare and contrast different historical points of view in social studies, developing a

> **"Rather than requiring students to select a response from two or more options, performance assessment asks students to apply their knowledge and skills in creating some form of product, presentation, or demonstration focused on key aspects of academic learning . . . Products can be extended writing, research reports, presentations, works of art, performances, and more."**
>
> Kahl, S and Hofman, P. (2013)

General Characteristics of Performance Assessments



a. Students create, perform, or present something on their own, which can be evaluated
b. Performance may be a simulation of a real-life skill
c. Products of performance assessment can be of many types
d. Time to produce or prepare to present may be short or extended (one class period to several class periods or days/weeks)
e. May be done in class, outside of class, or both
f. Students may work alone, with other students, or both
g. Requires a standardized means for scoring - a checklist, rubric, or some other means – aligned to the priority standard(s) and task
h. Teachers can evaluate students' responses alone or with colleagues

Using Performance Assessments

- Teachers can use the performance assessments alone (of course) or work together with colleagues in the same discipline, course, and grade, and/or the courses and grades that precede or follow it .
- Working together, teachers in a school can help to build a more coherent, better aligned instructional program:
  - **Horizontal** – all teachers teaching the same grade/course know what each other is teaching
  - **Vertical** – teachers know what students have been taught in the grades/courses before theirs, as well as what comes in the following ones
- By selecting and using common assessments within and across grades, more coherent instruction and student learning can be accomplished.
- This can help educators refine and deepen their understanding of what high-quality student work looks like.

Using the Performance Assessment

An effective way to use performance assessment is for teachers in the same school to select and use various performance assessments across grades or courses in the same discipline.

By working together, faculty can select a succession of performance assessments that match the priority standards across grade levels or courses.

By using these performance assessment together when it makes sense instructionally, faculty can get a deeper understanding of what students know and can do across grades/courses.

Faculty can also deepen horizonal and vertical articulation in the instructional program.

Using the Performance Assessment, cont'd

- One additional way that a school faculty can work together to promote effective use of performance assessment is for the faculty in the same discipline to evaluate student responses to the performance assessments across grades or courses.
- By examining performances of student across different grades and courses, teachers can deepen their understanding of the levels of student achievement and how it changes across grades or courses.
- Collegial scoring is a way to promote coherency.
- Collegial scoring of student work can be useful to teachers in order to:
  - See how other teachers have taught the standards.
  - See the levels of performance the students of other teachers have achieved.
  - Develop a more refined understanding of what high quality student work looks like.
  - Use this improved understanding of high-quality work to motivate students to strive for higher performance.

Collaborative Scoring via OSCAR Classroom

OSCAR Classroom is an inexpensive, easy-to-use software product available to Michigan educators to use for collaborative scoring of student responses to performance assessments:

- Teachers define classes, determine the assessments to be used in each, and add their students to each class.
- OSCAR Classroom is prepared for the assessments to be used.
- Students or teachers upload the student work – scans, digital images, and/or audio/video files.
- Teachers are the first scorer; colleagues are the second and resolution scorers (all anonymous).
- Scorer notes can be passed between scorers anonymously.
- Notes to students can be prepared from any scorer.
- Various reports of results can be prepared.

- Go to https://mzdevinc.com/classroom or contact the MAC for more information.

IEAs Exploration Time

Take a few minutes to explore the Instructionally Embedded Modes of Assessment Table.

Questions to explore…

- What are you noticing?
- How might this be used within your context?
- What connections are you making to these assessment modes and priority standards?

Instructionally Embedded Modes of Assessment

Selected Response	Constructed Response	Performance Assessment	Conversations/Observations
Multiple Choice	Fill in the Blank	Performance Tasks or Events Video on PA Video 2 Assessing Deeper Learning MAEIA Project	Reflection Conversations
True-False	Essays	Task Cards Additional Resources	Questioning Additional Resource Additional Resource
Matching	Mind/Concept Maps	Presentations	Oral Assessment
	Graphs/ Tables	Projects Additional Resources	Interviews/Surveys
	Illustrations	Debates Additional Resources	Observations
			Journal Sharing Additional Resource
			Student Self-Assessment
			Peer Assessment
			Narrative Reporting

DEBRIEF

Select a question to respond to; identify the number and your response in the chat box.

1. What did you notice about the IEA examples or organization of them?

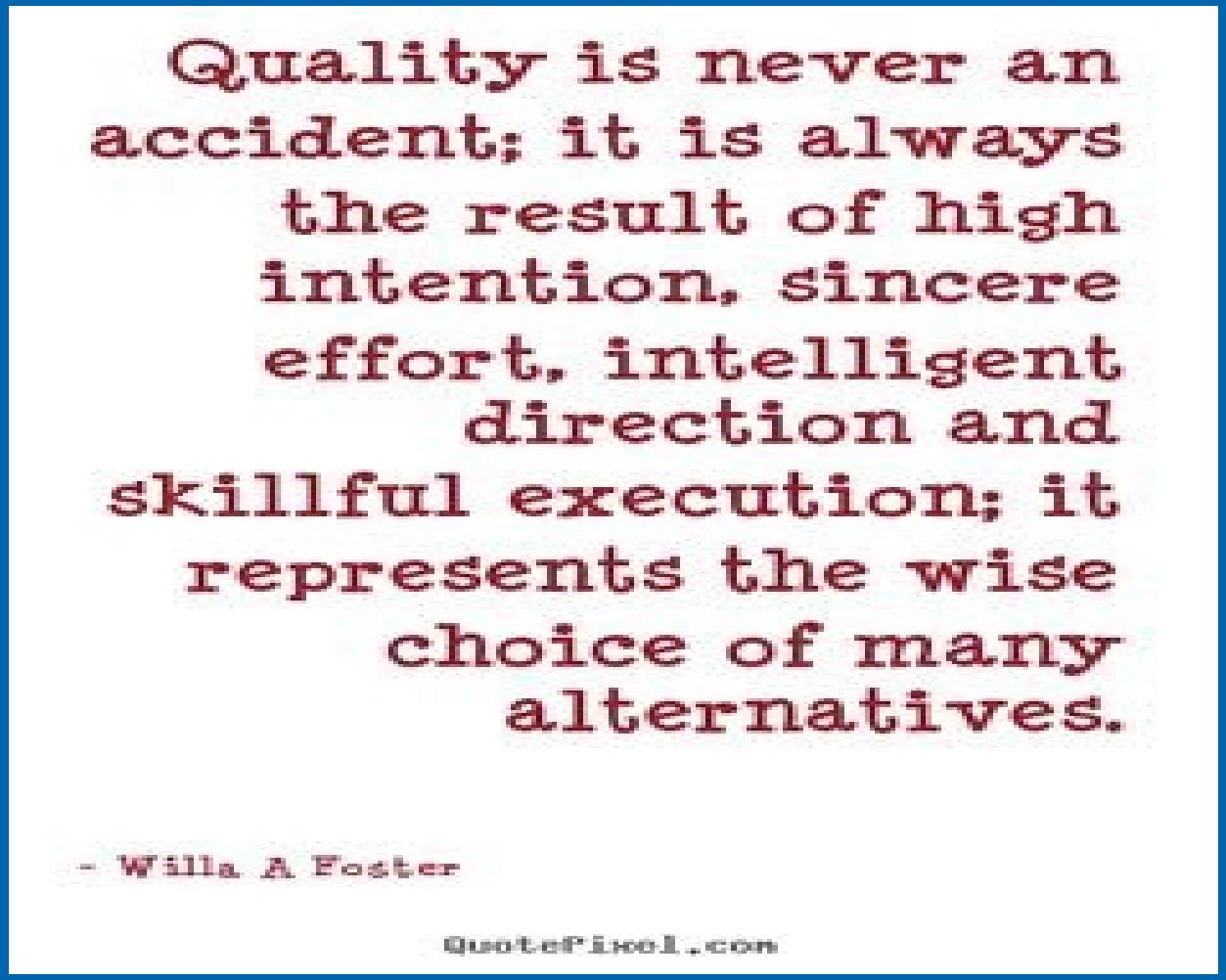
2. How might you use IEA's in your setting or this Table/Tool with your colleagues?

3. What connections are you making to these assessment modes and priority standards?

How do we use the information we've gathered from our assessments?

Ellen Vorenkamp
Wayne RESA

Using Assessment Data Well

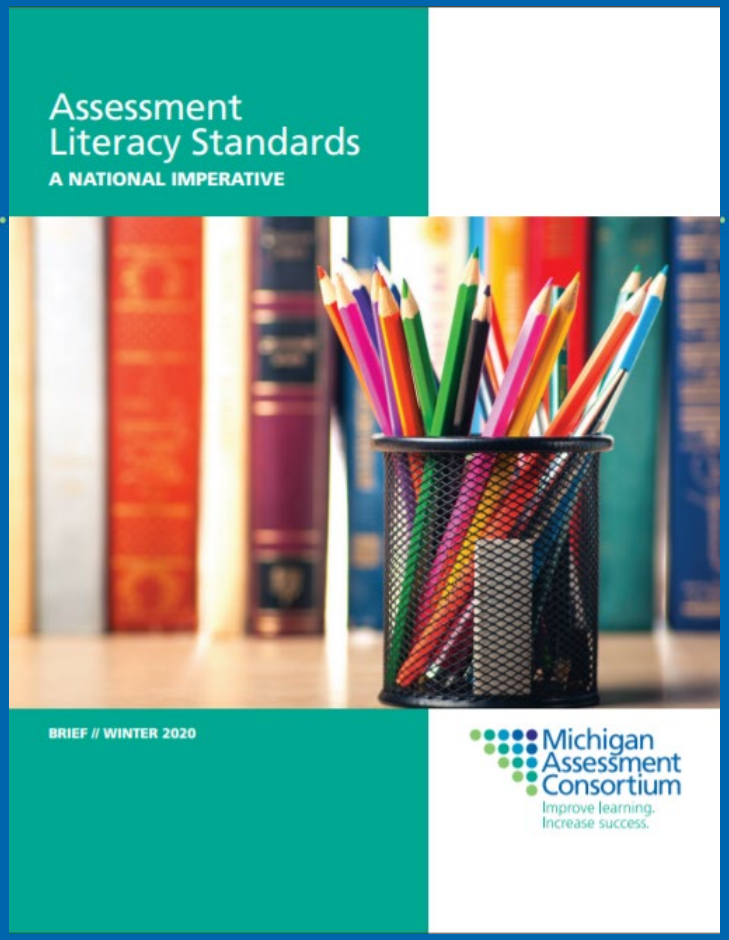


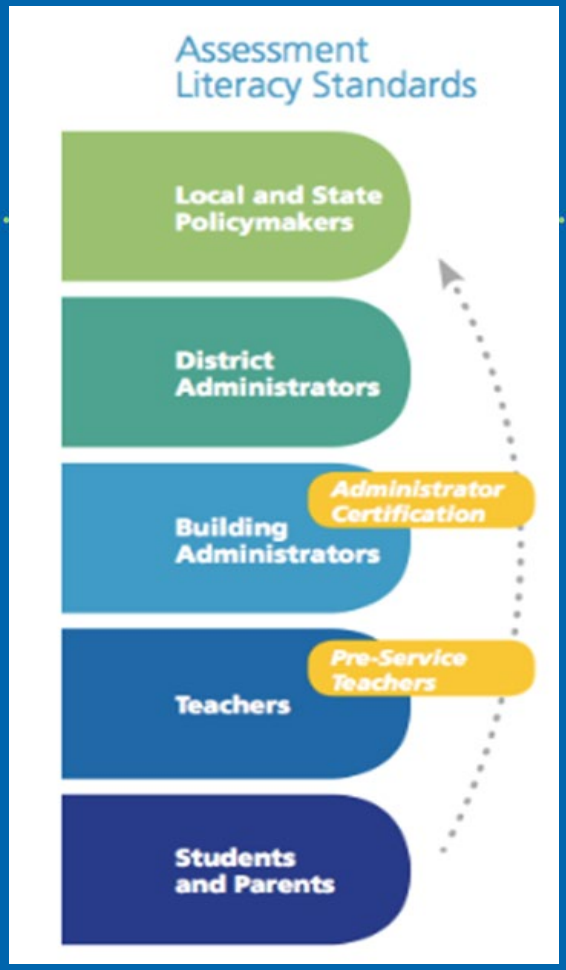
Belief 1

All children can learn

Belief 2

All educators within a system must be assessment/data literate.





Dispositions—what assessment-literate individuals believe about assessment
Knowledge—what assessment-literate individuals know about assessments
Performance—what assessment-literate individuals do in relation to assessments

Beliefs 3, 4, and 5

There are relatively easy ways of analyzing data…when the proper tools and protocols are used.

Effective use of assessment data relies heavily on its alignment with curriculum and instruction.

It is the educators responsibility to ensure that data is presented in an understandable and usable format.

Belief 6

We should Identify a limited number of priorities for student learning and the assessment information we collect should help us understand those priorities better.

Beliefs 7, 8, 9

Educators have a responsibility to not misuse assessment information.

When working in an educational system, as we all do, we must engage in collaborative accountability.

The public should be able to count on the assurance that assessment data is accurate and analyzed appropriately.

Create a Strong Data Culture with PLCs

- Ensure teachers have dedicated time to review evidence of student learning.
- Ensure assessment/data literacy of team members.
- Use data protocols that structure the process and guide dialogue when reviewing assessment data.
- Ensure all voices are heard within the teacher teams Determine a clear decision-making process when the time arrives. Most importantly…
- Don’t’ exclude students from the process.

From Rick Stiggins...

"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."

– *Assessment Through the Student's Eyes*, 2007

Chat Box

- Which belief do you feel is most essential to your current context and why?
- Place your thoughts in the chat box.

Learning Maps and Prioritized Standards

Kathy Dewsbury-White
Michigan Assessment Consortium

Prioritizing and Assessing Standards to Accelerate Student Learning

MAC Curated Collection- Prioritizing Standards

Michigan Assessment Consortium

General Education Leadership Network

Learning Map

Prioritizing and Assessing Standards to Accelerate Student Learning

title	Prioritizing and Assessing Standards to Accelerate Student Learning
roadmap alignment	How to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families (p.17) ***Even though the 'Back to School Roadmap' suggests testing all students in every grade preK-12 in the first few weeks of school, this module suggests a different, far more effective strategy to determine where students are as teachers start the new school year addressing current priority content standards***
creator & email	Michigan Assessment Consortium assessment@michiganassessmentconsortium.org
intended audience	K-12 Educators/Administrators
summary	This module will set the state stage for creating a set of prioritized standards that can be used to develop instructionally-embedded assessment to accelerate student learning during the upcoming school year.
learning outcomes	Participants will explore the why, what and how of priority standards with the intention of focusing student instruction and determining aligned assessments to gather evidence for use in moving student learning forward.
time to complete	6 hours (more if you engage in the process of prioritizing and deconstructing standards)
materials required	Articles, videos, handouts
last updated	August 2020

In the context of COVID-19, school districts are working from comprehensive plans aligned to Michigan's 2020-2021 Back to School Roadmap and new state laws—all of which depend on professional learning. The resources offered below support a free Asynchronous Professional Learning Map titled, **Prioritizing and Assessing Standards to Accelerate Student Learning.** The Learning Map was prepared by the Michigan Assessment Consortium and offered in partnership with MAISA's General Education Leadership Network (GELN) Continuity of Learning Task Force. It is one of a library of Learning Maps available on GELN's interactive website to support local professional learning plans and provide high-quality resources to all teachers across Michigan in 2020-21. It includes hyperlinks to all suggested resources, coordinated to support the learning of groups or individuals from engagement through extending the learning.

Another MAC-produced Learning Map, **Formative Assessment in Online Learning Environments**, is also available as a curated collection.

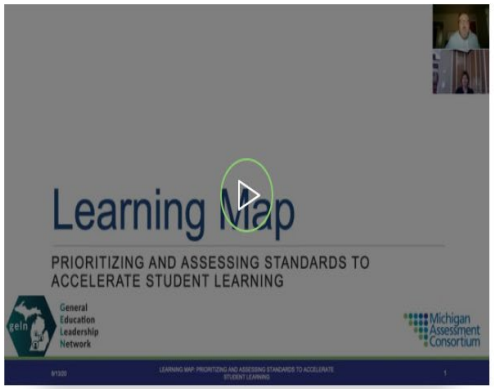
RESOURCES

Learning Map- Prioritizing and Assessing Standards to Accelerate Student Learning

MAISA Continuity of Learning Essentials

2020-2021 Back to School Roadmap

Formative Assessment for Michigan Educators



This short introduction to the Learning Map, **Prioritizing and Assessing Standards to Accelerate Student Learning**, builds shared understanding for WHY we recommend prioritizing and assessing grade level standards to accelerate learning and then provides an overview of suggested resources and activities.

Closing Reflection

Future Meeting Dates

Thursday, November 12, 2020

Christina Cipriano

Assessing Social-Emotional Learning

Thursday, December 3, 2020

Doug Fisher

Best Classroom Summative Assessment Methods & Strategies in a Virtual Environment

Future Meeting Dates

Tuesday, March 2, 2021

Joe Feldman

Grading for Equity: What It Is, Why It Matters, and How It Can Transform Schools and Classrooms

Wednesday, April 21, 2021

Susan Brookhart

Formative Assessment Strategies to Improve Distance Learning Outcomes for Students With Disabilities

ALN
ASSESSMENT LEARNING NETWORK

Adjourn!

Thank you for spending your afternoon with us!