Supporting Instruction and Formative Assessment for College and Career Ready Standards (CCRS)

Central Comprehensive Center (C3)
South Central Comprehensive Center (SC3)
Center on Standards and Assessment Implementation (CSAI)

Norman, Oklahoma
January 13-14, 2016

Reflections from Day 1

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&
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A) Reflect and Review

- Reflect on your learning from yesterday.

- Include a review of your three key ideas from the definitions of formative assessment.

- 2 minutes of silent reflection and review

Formative Assessment is at the Lesson Level!

B) Audience

- Which audience needs the most assistance from your SEA in understanding and implementing a formative assessment process?
  - SEA colleagues and leadership
  - District leaders, including superintendents
  - Building leaders, including principals
  - Teachers
  - Students
  - Parents
  - Policymakers
  - Community members
  - Curriculum providers
  - Assessment developers
  - Professional development providers

- Share with your table. (15 seconds each)

Make sure you stay in your lane (however your SEA has defined it).

C) Info Graphic and D) Next Step

- Create an info graphic that will enhance your audience's understanding of formative assessment, etc.
  - Focus on graphic/visual representation
  - Short phrases, questions, or statements may be interspersed (less than 50 words)
  - _____ minutes

- What do you need to learn today to improve your own understanding and your info graphic?
  - 2 minutes
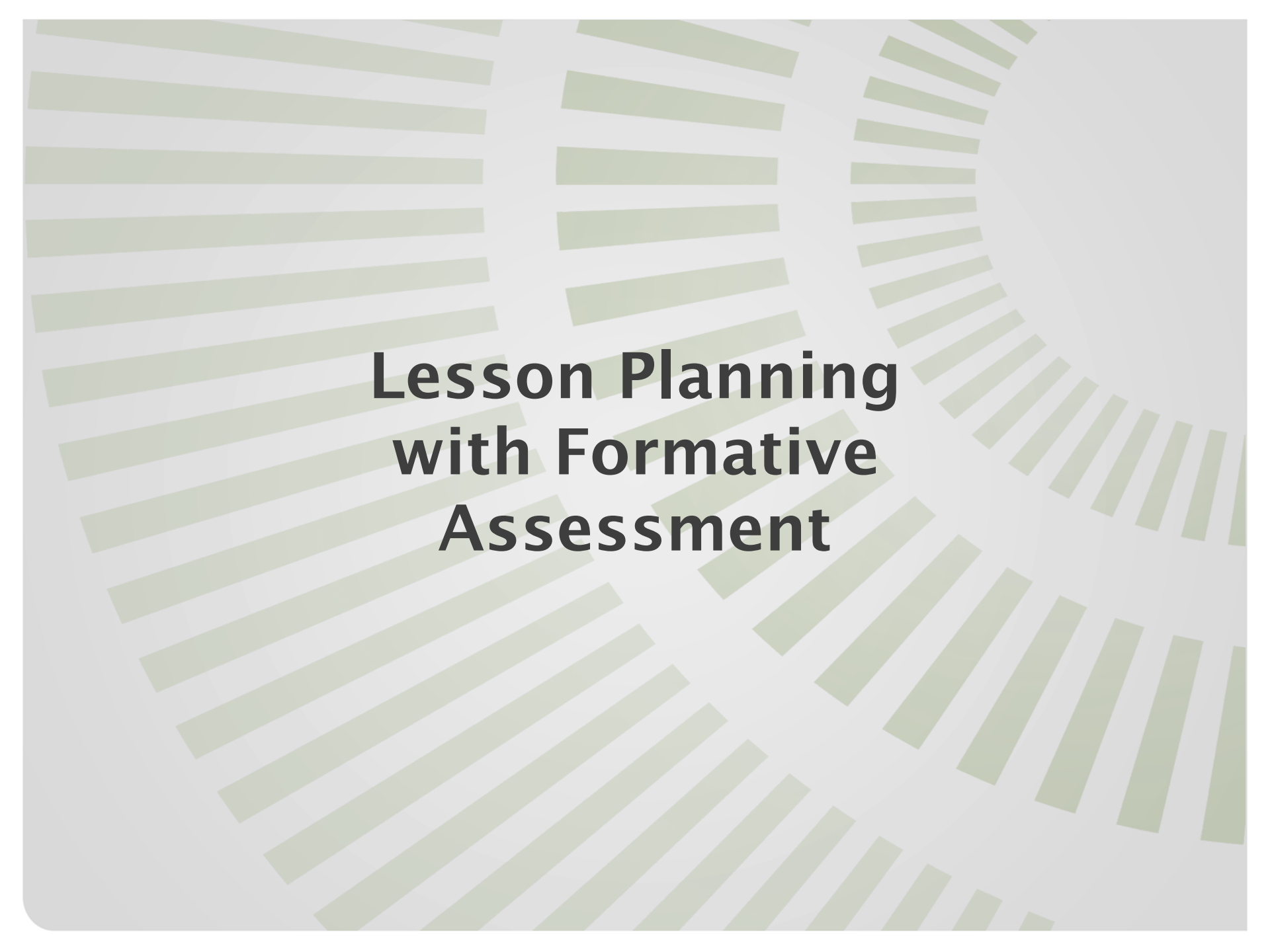
In general, what are your districts in your states using for curriculum and instruction?

- ❑ Textbook/published curriculum

- ❑ Open educational resources (OER)
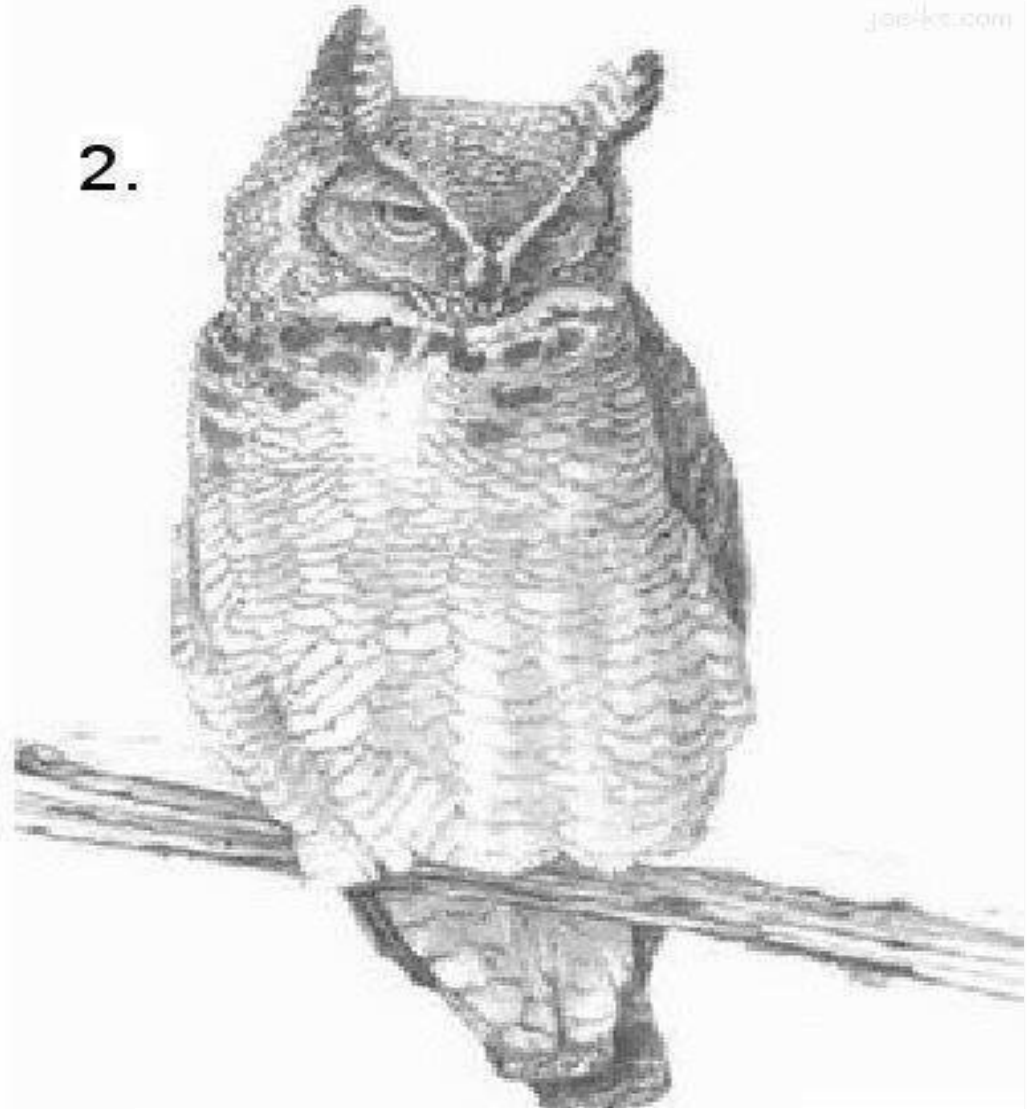
- ❑ District/school developed

- ❑ Other

Lesson Planning with Formative Assessment
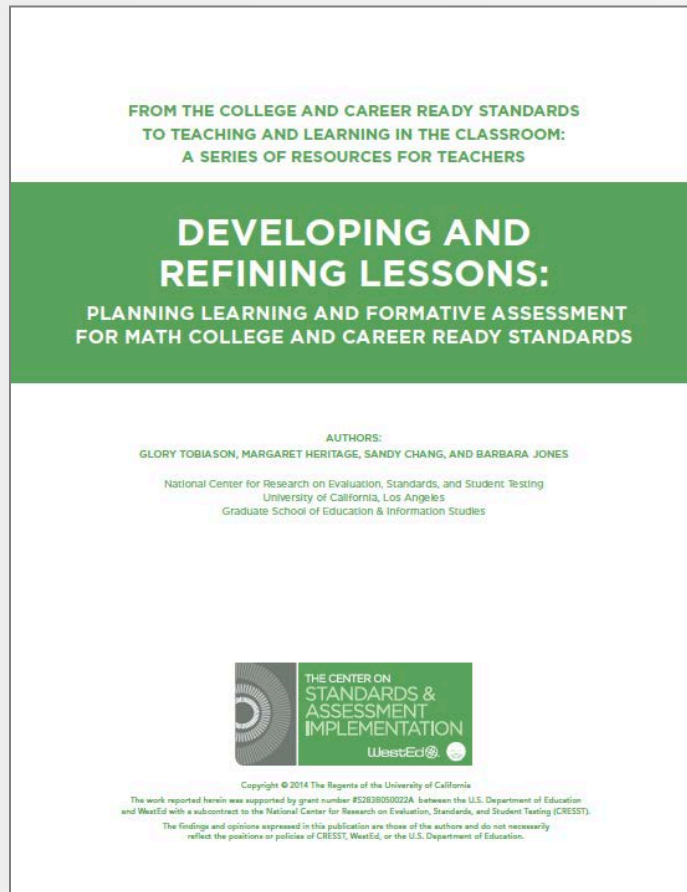
How to teach the CCRS

1.

2.

1. **Select some standards**   2. **Teach a lesson**

CSAI Resource Continuum

Lesson Development - Math

FROM THE COLLEGE AND CAREER READY STANDARDS
TO TEACHING AND LEARNING IN THE CLASSROOM:
A SERIES OF RESOURCES FOR TEACHERS

DEVELOPING AND REFINING LESSONS:

PLANNING LEARNING AND FORMATIVE ASSESSMENT
FOR MATH COLLEGE AND CAREER READY STANDARDS

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The work reported herein was supported by grant number #S283B050022A between the U.S. Department of Education
and WestEd with a subcontract to the National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
The findings and opinions expressed in this publication are those of the authors and do not necessarily
reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.

- Reviews concepts from prior resources in the series
- Introduces new concepts:
  - Participant structures
  - Anticipated challenges & responses
  - Language demands
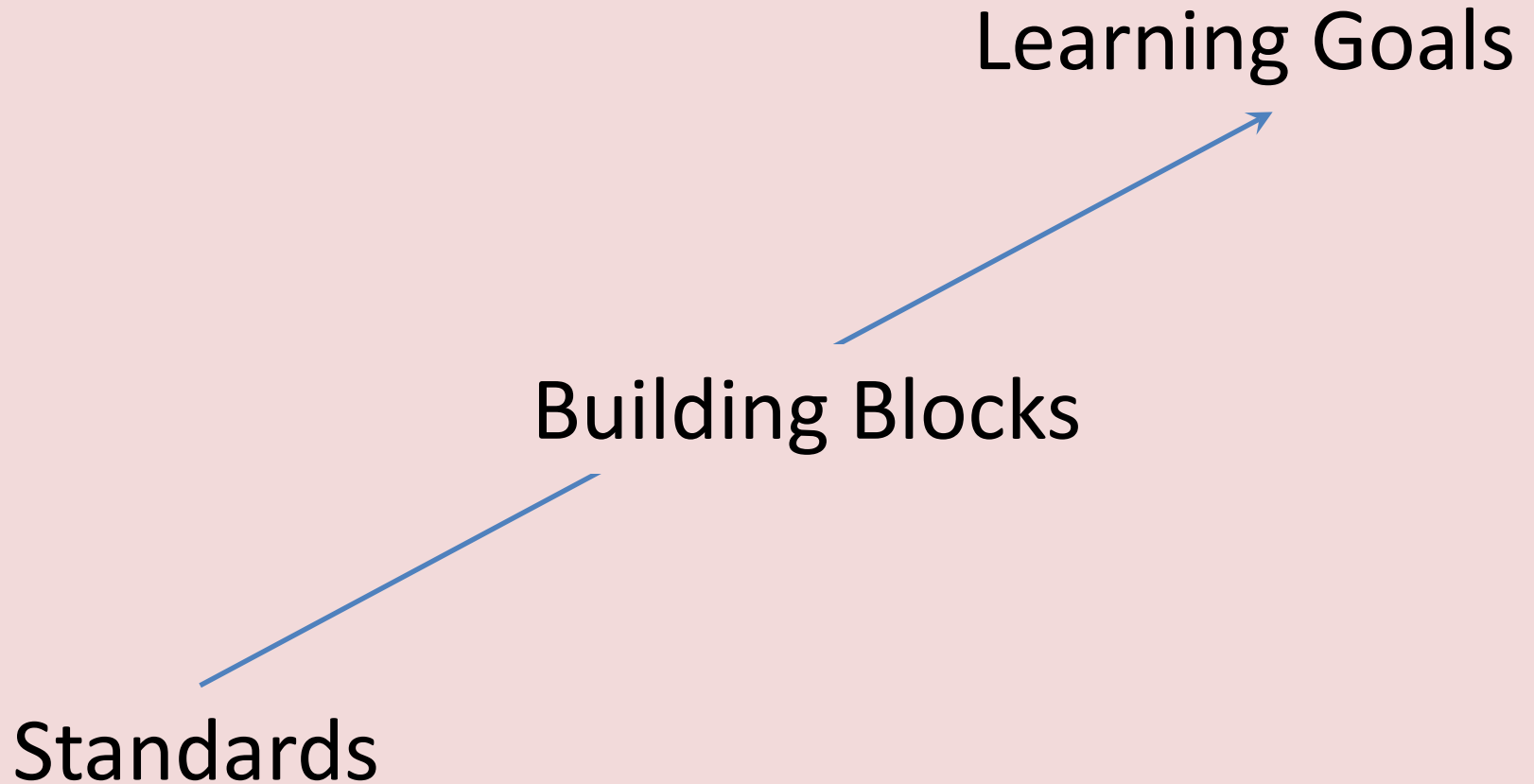 - Evidence gathering strategies
  - Peer and self-assessment

4 Guiding Questions

…on student learning that formative assessment answers

- **Where do students need to go?**

- **How will students get there?**

- **Where are students now?**

- **How will they be supported?**

Learning Goals

Building Blocks

Standards

#2 **How will students get there?**

Learning Goals $\rightarrow$ Success Criteria

Context

Lesson tasks

Fundamentals of Learning

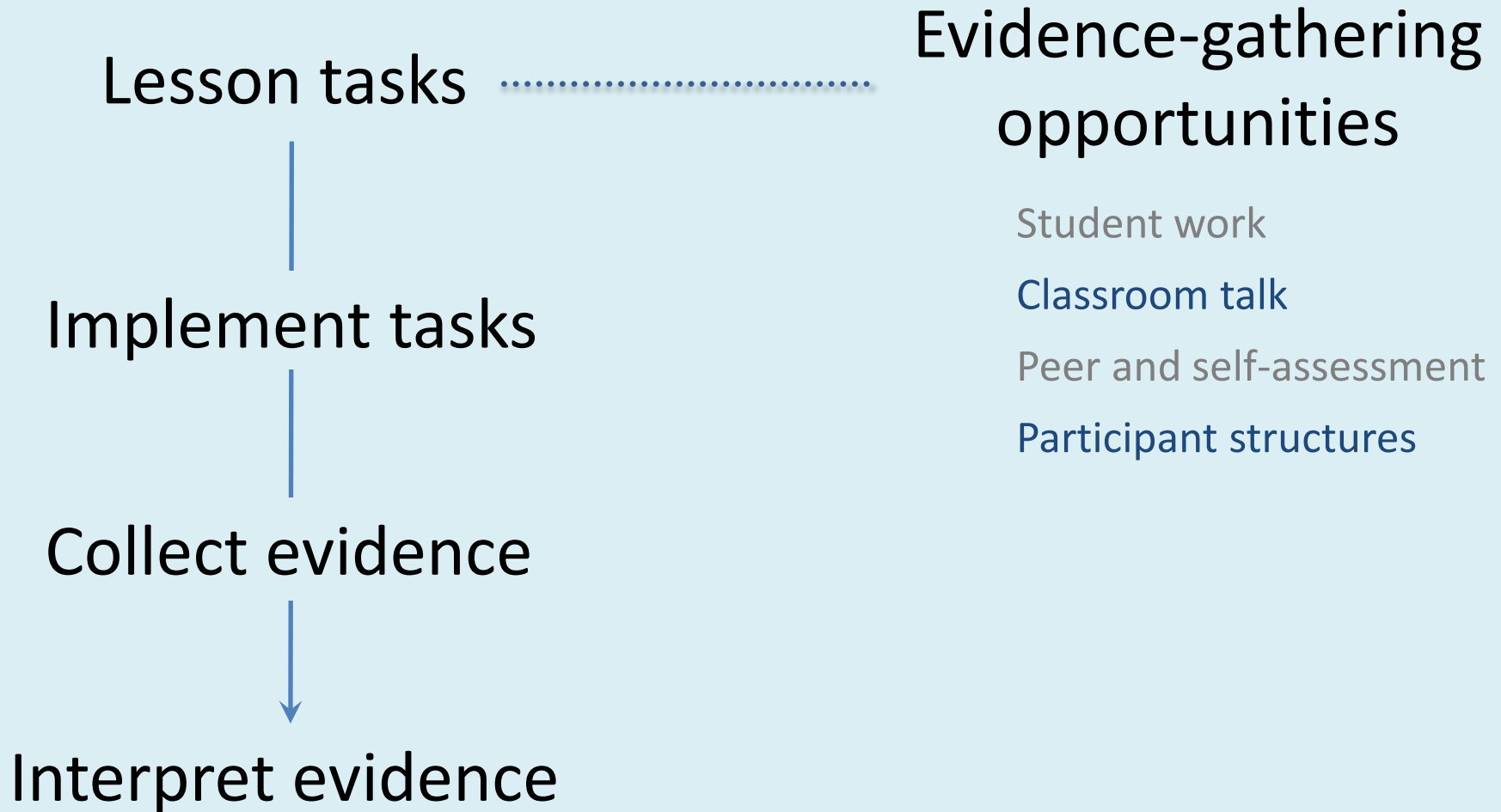Student needs and interests

Assessment data

Classroom culture

Texts and topics

Pedagogical techniques

Disciplinary practices

#3 **Where are students now?**

Lesson tasks ····························· Evidence-gathering opportunities

Implement tasks

Student work

Classroom talk

Peer and self-assessment

Participant structures

Collect evidence

Interpret evidence

#4 **How will students be supported?**

Anticipate student responses

Learning progressions

Levels of prior knowledge

Language demands and opportunities

Pedagogical action

Provide feedback

Model

Explain

Prompt

Question

Direct

Tell

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#1 **Where are students going?**

#2 **How will students get there?**

Learning Goals → Success Criteria   Context

Building Blocks

Standards

Lesson tasks

Fundamentals of Learning
Student needs and interests
Assessment data
Classroom culture
Texts and topics
Pedagogical techniques
Disciplinary practices

Learning progressions

Anticipate student responses

Levels of prior knowledge
Language demands and opportunities

Implement tasks

Collect evidence

Pedagogical action ← Interpret evidence

Evidence-gathering opportunities

Student work
Classroom talk
Peer and self-assessment
Participant structures

| Provide | Model | Prompt | Direct |
| feedback | Explain | Question | Tell |

#4 **How will students be supported?**
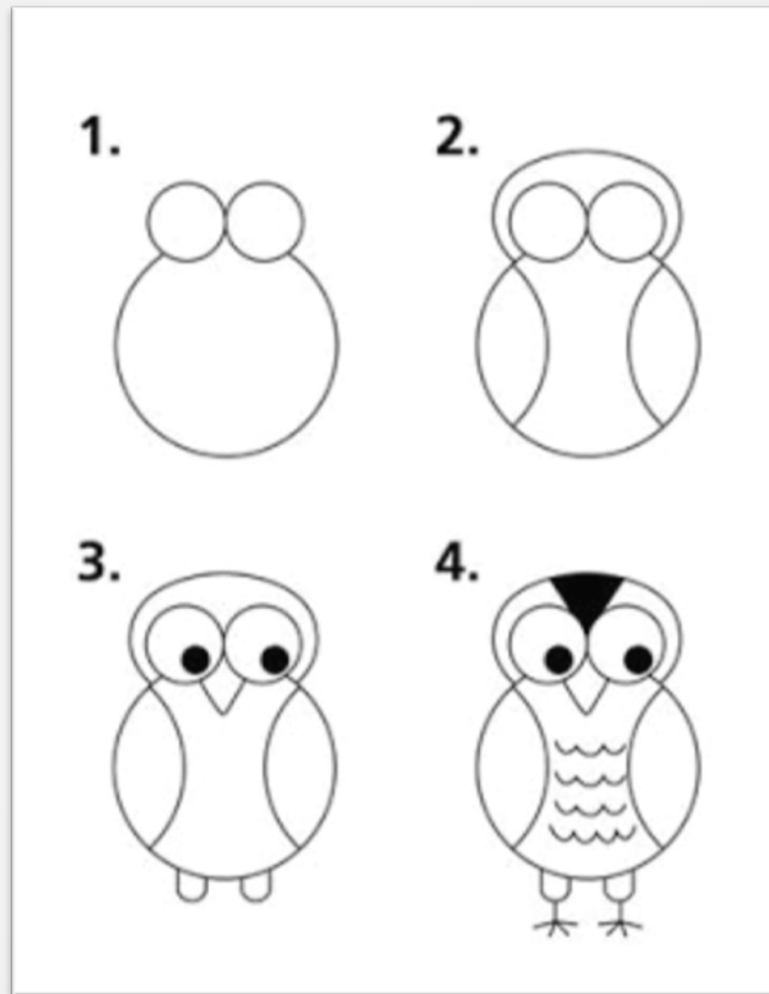
#3 **Where are students now?**

Success Criteria met

Lesson Review with Formative Assessment

CSAI Resource Continuum

4 Steps

4 Steps to Lesson Review using Formative Assessment

Where do students need to go?	1. Review standards and identify Learning Goals.
How will students get there?	2. Match Success Criteria and tasks.
Where are students now?	3. Identify evidence-gathering opportunities.
How will they be supported?	4. Anticipate student responses. Plan for pedagogical action.

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

- Find focus standards

Title/Author: *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival* by Kirby Larson and Mary Nethery; illustrated by Jean Cassels

Suggested Time to Spend: 4 Days (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9; W.1.2, W.1.8, SL.1.1, SL.1.2; L.1.1, L.1.2, L.1.4

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

- Find focus standards

  - ✓ 1-2 standards in any given lesson that teachers can directly teach and assess

- Determine Building Blocks (based on focus standards)

- Identify Learning Goals of the lesson

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| Step 2 | How will students get there? | Match Success Criteria and tasks. |

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

- Identify Success Criteria

  - ✓ May be already embedded within the task descriptions

- Tasks

  - ✓ Connect to Success Criteria

  - ✓ Check for logical sequence of tasks

  - ✓ May include a culminating task

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

	LEARNING GOAL	SUCCESS CRITERIA	TASKS
ELA Example	Understand how characters in a story respond to challenges.	• Find the event that made the characters think and act differently. • Include at least two pieces of evidence from the text to show how each character thought and acted before and after the event. • Accurately quote from the text.	Write a paragraph about a turning point for Kenny and Byron in *The Watsons Go to Birmingham - 1963*. Use evidence from the text to show how the two characters' thoughts and actions changed based on a challenging event.

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STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

	LEARNING GOAL	SUCCESS CRITERIA	TASKS
Math Example	Apply prior knowledge and skills (e.g., algebraic equations, ratios) to solve a real-world modeling problem	• Identify problem. • Note the needed information found in the problem that you will use in your solution (e.g., underlining, drawing, table, list). • Find an appropriate procedure(s) to solve the problem. • Check the accuracy of your calculations.	Solve the problem, showing your work. Explain your solution to the problem presented in the worksheet *Sharing Gasoline Costs.*

Step 3	Where are students now?	Identify evidence-gathering opportunities.

LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS ⇔ EVIDENCE-GATHERING OPPORTUNITIES

- Every task should provide evidence about student learning

- Identify the logical stopping points during the lesson to gauge student understanding

- 3 general categories of evidence-gathering opportunities:

  ✓ Classroom talk

  ✓ Student work

  ✓ Peer and self-assessment

- Participant structures provide for opportunities to generate different kinds of evidence

LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS ⇔ EVIDENCE-GATHERING OPPORTUNITIES

		Evidence-Gathering Opportunities		
		Classroom Talk	**Student Work**	**Peer and Self-Assessment**
Participant Structures	**Independent**	Student-teacher conference	Written response, essay, math solution	Thumbs up/down, exit ticket, reflection journal, goal setting
	Pair	Turn & talk, peer conference, teacher and peer questioning, pair share	Oral presentation, work plan	Peer conference using rubric, peer editing
	Small Group	Teacher and peer questioning, discussion, share work	Written response, group presentation, jigsaw	Carousel, group presentation feedback
	Whole Class	Teacher & peer questioning, classroom discussion	Class play, 4 corners, class debate	Gallery walk, parking lot

LEARNING GOALS + SUCCESS CRITERIA ⬌ TASKS ⬌ EVIDENCE-GATHERING OPPORTUNITIES

|		Evidence-Gathering Opportunities		
		Classroom Talk	Student Work	Peer and Self-Assessment
Participant Structures	**Independent**		X X X	
	Pair	X		
	Small Group			
	Whole Class	X X	X X	

| Step 4 | How will they be supported? | Anticipate student responses. Plan for pedagogical action. |

LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS ⇔ E.G.O. → PEDAGOGICAL ACTION

- Thinking about the lesson in relation to students'…

  ✓ Prior knowledge

  ✓ Common challenges and misconceptions

  ✓ Language demands

- Plan for pedagogical action:

  ✓ Give feedback, review, model, provide examples, tell, explain, direct

  ✓ Continue or stop the lesson

Fundamentals of Learning (FoLs)
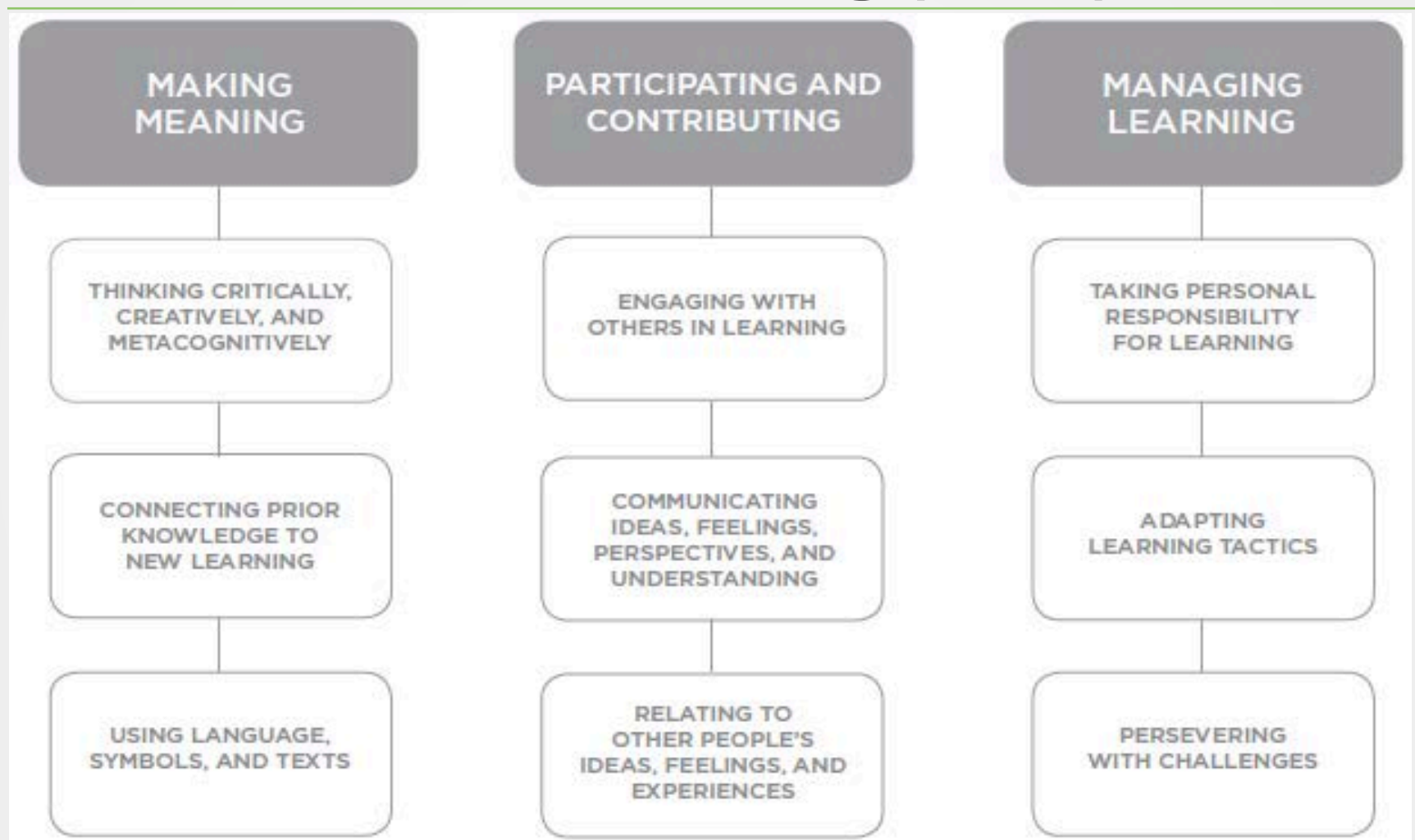
Integrating Formative Assessment with FoLs

Where do students need to go?	How will students get there?	Where are students now?	How will students be supported?
Standards & Learning Goals	Tasks & Success Criteria	Evidence-Gathering Opportunities	Pedagogical Actions
• reflect learning progressions within and across standards that lead to deeper learning • present relevant and interesting issues • connect new and prior learning • use student-friendly language	• integrate assessment and instruction • inspire inquiry and new ideas • encourage students to share interests and experiences • sustain extended discourse • invite diverse perspectives • are dynamic, flexible, and challenging • use student-friendly language	• encourage students to use reason and justify thoughts • foster collaboration and support multiple participant structures • invite questions, contributions, and suggestions • engage students in monitoring their own learning in relation to Success Criteria • encourage risk taking and perseverance by valuing mistakes	• allow for time to think • adjust the lesson in response to students' understanding • show teachers as learners through modeling • are responsive to evidence of student learning • include timely and specific feedback

Alignment with EQuIP

EQuIP Rubric for English Language Arts

EQuIP RUBRIC FOR ENGLISH LANGUAGE ARTS *What criteria are we looking for?*	FORMATIVE ASSESSMENT PROCESS *Where should we find evidence of the criteria?*
I. Alignment to the Depth of the CCSS	
Targets a set of grade-level CCSS ELA/Literacy standards.	Focus standards, Supporting standards (Step 1)
Includes a clear and explicit purpose for instruction.	Main purpose, Learning Goals (Step 1)
Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (e.g., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).	Main purpose, Focus standards, Supporting standards (Step 1), Success Criteria, Lesson tasks (Step 2)
II. Key Shifts in the CCSS	
Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.	Lesson tasks (Step 2)
Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).	Lesson tasks (Step 2), Evidence-gathering (Step 3)
Writing from Sources: Routinely expects that students draw evidence from texts	Lesson tasks (Step 2), Evidence-gathering (Step 3)

Workshop Session
on Lesson Planning and Revision

- **Center A**
  Find a lesson. Do Step 1.

- **Center B**
  Create and/or match Success Criteria and tasks (Step 2).

- **Center C**
  Analyze the 3 lesson revision examples.

For additional information, please contact:

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csai-online.org

For Curriculum & Instruction resources:
csai-online.org/collection/1505

Work in State-level Teams, Summarize Takeaways, and Formulate State Action Plans

C3/SC3/CSAI Staff Facilitators

Debrief
State Share-out
Closing Comments

Jennifer Watson

State Teams

Margaret Heritage

Feedback and Evaluation

CSAI and OU E-TEAM Staff Members

Logistics and Travel Notes

Mark Turner

Thank you!

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