Class 4: Future Planning I
How do we know what our students have learned?
How do we know what our students have learned?

Summative assessments have been suspended across the state of Tennessee, leaving a significant gap in student learning data at exactly the moment when such data is needed to inform differentiation, intervention, and remediation.

This session will explore resources, tools, and strategies to assess and understand where students are in their learning—with particular emphasis on formative and adaptive assessments that may provide critical information for educators to structure personalized learning experiences for all students to excel.
Aims

Principals will be able to:

1. Clarify the actions teachers and leaders need to take to support student learning and wellness
2. Identify the data they need to inform those actions and ways to collect that data
3. Identify the data they do NOT need and the unintended risks of the inappropriate use of assessment data
## Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 minutes</td>
<td>Opening and Introductions</td>
</tr>
<tr>
<td>5 minutes</td>
<td>How We Typically Use Data</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Structure of Each Discipline</td>
</tr>
<tr>
<td>5 minutes</td>
<td>Purpose of Assessment</td>
</tr>
<tr>
<td>10 minutes</td>
<td>Strategies and Cautions for Assessing</td>
</tr>
<tr>
<td>2 minutes</td>
<td>Closing</td>
</tr>
</tbody>
</table>
Racism is damaging our country and affecting our students; let’s bring that into this conversation.

We see and name the harmful role of racism in education and instructional decisions—affecting how we teach, what we teach, and who we teach—and consequently on Black children’s outcomes and opportunities.

We deepen our commitment to dismantle racism in our organization, in our schools, in our country, and in ourselves.
Racism is relevant to discussion of assessment

According to the African American Policy Forum’s statement on standardized tests:

- Intelligence assessments have historically been used to try to prove inferiority of races (eugenics)
- The design of assessments are historically led by White people and inherently privileges specific ways of knowing and being
- Assessments measure privilege more than potential

Some civil rights groups have stood by standardized testing arguing:

- It is a way to ensure disadvantaged children are not neglected
- It provides less biased information than teacher judgement

https://aapf.org/standardized-testing
As leaders and practitioners we should be:

▪ informed of the history
▪ conscious of the potential for bias
▪ examine the actions we take using test data carefully
▪ create a culture and commit to actions that counteract those potential biases

so all students have equal access to opportunity.

This session will explicitly seek to provide strategies that allow educators to minimize risk.
A story of two fifth graders

**Student A:**

Favorite color yellow; obsessed with dancing; oldest of 3 kids

Living in a home with access to internet

Engages regularly in synchronous learning opportunities with her teacher

Feels successful with the material

“My mom and I have found many of the assignments and activities too easy and we found other things online that were harder. My teachers have been helpful but spend most of their time with other kids who need extra support which makes the class go too slow.”

**Student B:**

Wants to be a scientist; only child; has read Harry Potter series 7 times

Living in a home without access to the internet

Has received two phone calls from her teacher

Has been given packets of work to complete

Did not feel successful this year in school, especially in ELA, and has difficulty answering questions about texts she has read

“I appreciate the phone calls with my teacher, but I’m not really learning a lot more. I stopped working on the packets because I’m worried about the virus and the protests happening in my city. Last night, I heard helicopters near my house and I didn’t sleep well.”
As a principal, what are some questions you would like to understand about the two students’ learning?
What would you want to know? (From students AND families)

- Their experience and health and safety
- How their family has spent time
- What they found most engaging
- What formats worked well
- What they remember most from the previous year
- What they are looking forward to
FIRSTNAME scores within the Level 2 range on the English I End of Course (EOC) exam. This student may need assistance to be on-track for postsecondary and career readiness.

Generally, students who score at this level demonstrate they have a partial understanding of the literacy concepts and analytical skills expected of high school students.

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Mastered</th>
<th>Performance at this level demonstrates an extensive understanding and expert ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>On-track</td>
<td>Performance at this level demonstrates a comprehensive understanding and thorough ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Approaching</td>
<td>Performance at this level demonstrates that the student is approaching understanding and has a partial ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Below</td>
<td>Performance at this level demonstrates a minimal understanding and nominal ability to apply the English I EOC knowledge and skills as defined by the Tennessee academic standards.</td>
</tr>
</tbody>
</table>
The **Sub-score Expectations** indicate how a student performed in each **Sub-score Category** *compared to other students in Tennessee*. Sub-scores are used to identify potential **Strengths** and **Areas for Improvement**. This is different from the overall **Performance Level**, which measures how a student performed *compared to the criterion standard set by teachers and other educators in Tennessee*.

### ENGLISH I

<table>
<thead>
<tr>
<th>Sub-score Category</th>
<th>Students meet expectations by...</th>
<th>Sub-score Expectation</th>
<th>Points Possible</th>
<th>Student Points Earned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading: Literature</td>
<td>reading and analyzing fiction, drama and poetry for grades 9-10.</td>
<td>Below</td>
<td>0-8</td>
<td>3</td>
</tr>
<tr>
<td>Reading: Informational Text</td>
<td>reading and analyzing non-fiction for grades 9-10.</td>
<td>Meets</td>
<td>0-8</td>
<td>4</td>
</tr>
<tr>
<td>Reading: Vocabulary</td>
<td>using context clues to determine the meaning of words and phrases in text for grades 9-10.</td>
<td>Exceeds</td>
<td>0-8</td>
<td>7</td>
</tr>
<tr>
<td>Writing: Focus &amp; Organization</td>
<td>effectively organizing writing for clarity.</td>
<td>Exceeds</td>
<td>0-8</td>
<td>2</td>
</tr>
<tr>
<td>Writing: Development</td>
<td>using relevant evidence from the text to thoroughly develop a topic.</td>
<td>Below</td>
<td>0-8</td>
<td>5</td>
</tr>
<tr>
<td>Writing: Language &amp; Style</td>
<td>using precise language and literary techniques.</td>
<td>Meets</td>
<td>0-8</td>
<td>4</td>
</tr>
<tr>
<td>Conventions</td>
<td>correctly using the rules of standard English.</td>
<td>Exceeds</td>
<td>0-8</td>
<td>7</td>
</tr>
</tbody>
</table>

**FIRSTNAME’S Total ENGLISH I EOC Raw Score = 32/56**

**0-56**

**32**

### LEGEND

- **Below Expectations**: scored less than students who met overall grade level expectations.
- **Meets Expectations**: scored as well as students who met overall grade level expectations.
- **Exceeds Expectations**: scored better than students who met overall grade level expectations.

### STRENGTHS

**FIRSTNAME** may have a strong understanding in these areas:

- Using context clues to determine the meaning of words and phrases
- Including an effective introduction and conclusion in writing
- Using effective organizational techniques when writing
- Editing text for correct grammar and conventions
- **Room for one more line**
- **Room for one more line**

### AREAS FOR IMPROVEMENT

**FIRSTNAME** may need to improve skills in these areas:

- Determining the theme or central idea of grade-level literary text
- Writing a response appropriate to purpose and audience
- Using details from a text to demonstrate understanding
- **Room for one more line**
- **Room for one more line**
- **Room for one more line**

### NEXT STEPS

Consider the following to increase **FIRSTNAME**’s performance:

- Read and discuss complex text in the 9-10 grade band with others
- Focus on determining the meaning of unknown words using context
- Practice supporting ideas with evidence from both literary and informational text
- Reference the Parent Guide for more information
- **Room for one more line**
- **Room for one more line**

The **Family Report Guide** at [www.TNReady.gov](http://www.TNReady.gov) provides more detailed information to help you interpret this report. If you have further questions, please contact **FIRSTNAME**’s teacher or principal in City Schools District at (800) 123-4567.
Subscore Rating indicates how a student performed in each Subscore Category compared to other students who are on track. Subscores are used to identify potential Strengths and Areas for Improvement. The percent is different than the overall Performance Level, which measures how the student performed compared to the criterion standard set by teachers and other educators in Tennessee.

Higher: earned more points than the average student who met the minimum on-track score.

Similar: earned points comparable to the average student who met the minimum on-track score.

Lower: earned fewer points than the average student who met the minimum on-track score.

Percent of students in each Performance Level:

- Level 4 (351–400): 6% Teacher, 6% School, 6% District, 10% State
- Level 3 (301–350): 24% Teacher, 24% School, 24% District, 32% State
- Level 2 (251–300): 45% Teacher, 45% School, 45% District, 40% State
- Level 1 (200–250): 24% Teacher, 24% School, 24% District, 18% State

All average data is rounded up to the nearest whole number. The SSR in the Averages section is based on the percentage of points earned rather than raw points earned.
What would you have done with this information?
What actions would you take?

For students:
- Course / class placement
- Perhaps, grouping within class or RTI
- Awareness building for scope and sequence and curriculum planning

For teachers:
- Student assignment
- Identification of teachers that need more support
- Source of reflection on practice
- (Compensation)
Math: End of Module 1 assessment (ratios)

Alisa hopes to play beach volleyball in the Olympics someday. She has convinced her parents to allow her to set up a beach volleyball court in their backyard. A standard beach volleyball court is approximately 26 feet by 52 feet. She figures that she will need the sand to be one foot deep. She goes to the hardware store to shop for sand and sees the following signs on pallets containing bags of sand.

▪ What is the rate that Brand A is selling for? Give the rate and then specify the unit rate. Which brand is offering the better value? Explain your answer.

▪ Alisa uses her cell phone to search how many pounds of sand is required to fill 1 cubic foot and finds the answer is 100 pounds. Choose one of the brands and compute how much it will cost Alisa to purchase enough sand to fill the court. Identify which brand was chosen as part of your answer. Use the volume formula, \(VV = ll \times ww \times h\), to determine your answer.
The structure of math

is . . .
▪ A network of nodes
▪ Active sense making
▪ Balance of concepts, procedures and application

is not . . .
▪ A linear path of learning
▪ Input of knowledge
▪ Checklist of skills
What would you want to know about the two students’ math knowledge and skills at before this unit?
What would you want to know about math?

- Multiplication and division
- Multi Step problem solving
- Base ten
- Measurement concepts (area and volume)
- Fraction
How do Percy’s experiences in Chapter 8 align with the hero’s journey? After reading the excerpts from Chapter 8 of The Lightning Thief and “The Hero’s Journey,” write a constructed response that begins with a short summary of the beginning of Chapter 8.

Then focus on one experience in The Lightning Thief and show how Percy’s experience aligns to a stage in “The Hero’s Journey.” Conclude by describing what we can learn about Percy as a hero from his response to a challenge he faces. Use evidence from both texts to support your response. Focus on one experience in The Lightning Thief, and show how that experience aligns to “The Hero’s Journey.”
Students Read and Comprehend Text to Build and Communicate Knowledge of the World

What does the text say?
How does the text work?
What does the text mean?
How does the text connect to other texts and ideas?

Foundational Skills
Phonological and Phonemic Awareness | Phonics | Fluency

Building Habits of Careful and Close Reading
Preparing to Read
Reading and Reacting to the Text
Analyze Author's Craft and Structure
Explain How Meaning is Conveyed Through Craft and Structure
Compare and Connect

Building Academic Language
Selecting Words to Teach
Determining the Meaning of Words and Phrases
Analyzing Syntax
Literal and Nonliteral Language
World Relationships and Nuances in Meaning
Meaning Revealed Through Language
Volume of Reading
Language Across Content

Evidence-Based Discourse
Planning for a Discussion
Gathering Evidence
Organize Thinking
Build Discussion Skills and Habits
Engaging Effectively in a Discussion
Refinement of Ideas
Synthesis of Ideas
Reflection

Volume and Range of Writing
Purpose and Audience
Writing to Build Understanding vs.
Writing to Express Understanding
Process
Planning
Composing: Opinion
Composing: Informative/Explanatory
Composing Narrative
Clear Expression of Ideas
Revision and Editing
Publishing
Real-Life Writing
Reflection
The structure of ELA is NOT . . .

. . . a collection of discrete skills.

All these standards or question types aimed at
- main idea
- central message
- key details
- supporting details
- inferencing
- application
- tone
- comparison
- purpose

are fine, but none are repeatable in real reading situations. . . . Not only does each text have its own main ideas, but because the expression of each text is so different, what it takes to locate, identify, or construct a main idea will vary greatly from text to text.

What would you want to know about the two students’ ELA knowledge and skills at the start of the year?
What would you want to know about ELA knowledge and skill before this unit?

- Have they read the lightning thief
- Knowledge of Greek and Roman mythology (to inform knowledge building and vocabulary instruction)
- What kinds of things they like to read
- What they know about heros
# Align strategy to purpose

<table>
<thead>
<tr>
<th>Type</th>
<th>Description</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluative</td>
<td>Evaluative assessments provide information to inform the actions of school or district leaders, and/or policymakers. These tests tend to measure student learning across a wide swath of standards, to monitor and track student performance as a group. Districts or states might use evaluative assessments for accountability, to measure the effectiveness of a strategy, or to measure learning outcomes for different student groups.</td>
<td>State test, ACT/SAT</td>
</tr>
<tr>
<td>Predictive</td>
<td>Predictive assessments indicate whether an individual student is likely to meet a certain bar on end-of-year tests. Predictive assessment scores can be aggregated in various ways and used as a screener to identify which students are on track with expectations. Many interim tests are intended to serve a predictive purpose and act as learning benchmarks.</td>
<td>Full length practice test</td>
</tr>
<tr>
<td>Instructional</td>
<td>Instructional assessments help educators adapt instruction to meet students’ needs by identifying strengths and weaknesses in an area of learning, giving students rapid feedback, and engaging students in complex learning tasks.</td>
<td>Unit Test, Exit slip, Discussion</td>
</tr>
</tbody>
</table>

A caution about three terms:

- **Formative**: “It is reasonably clear that there is not agreement about what constitutes a formative assessment in education.”
- **Interim**: Marks frequency/time not purpose
- **Diagnostic**: “the identification of the nature of an illness or other problem by examination of the symptoms.” We diagnose problems not people.
### For our fifth-graders . . .

<table>
<thead>
<tr>
<th>Purpose</th>
<th>What this would look like . . .</th>
<th>What this would allow you to do . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluative</strong></td>
<td>Give full-length fifth-grade TNReady test (or replica version)</td>
<td>▪ Identify which students are at each performance level for fifth grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Identify which domains students are stronger or less strong in for grade 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Identify which teachers are stronger</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Tell people how this compares to last year</td>
</tr>
<tr>
<td><strong>Predictive</strong></td>
<td>Give full length sixth-grade practice TNReady test (or replica version)</td>
<td>▪ Identify which students are tracking to each performance level for 6&lt;sup&gt;th&lt;/sup&gt; grade</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Identify which domains students are stronger or less strong in for grade 6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ Identify which teachers have students tracking towards mastery</td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>Ask students questions related to the unit’s content and examine their work</td>
<td>▪ Identify what students do and do not know on the topic of instruction</td>
</tr>
</tbody>
</table>

Which purposes are actionable?
Interesting and actionable are not the same

<table>
<thead>
<tr>
<th></th>
<th>What this would look like . . .</th>
<th>What this would allow you to do . . .</th>
</tr>
</thead>
</table>
| **Evaluative**       | Give full-length fifth-grade TNReady test (or replica version) | • Identify which students are at each performance level for 5th-grade  
• Identify which domains students are stronger/less strong for 5th  
• Identify which teachers are stronger  
• Tell people how compares to last year |
| **Predictive**       | Give full length sixth-grade practice TNReady test (or replica version) | • Identify which students are tracking to each performance level for 6th-grade  
• Identify which domains students are stronger/less strong for 6th-grade  
• Identify which teachers have students tracking towards mastery |
| **Instructional**    | Ask students questions related to the unit’s content and examine their work | • Identify what students know and do not on the topic of instruction |
Principles to guide assessment

1. **Do no harm**
   - Do
     - Focus on building supportive relationships
   - Do NOT
     - Trigger trauma
     - Use invalid or unreliable assessments
     - Label and sort

2. **Prioritize instructional purposes**
   - Do
     - Prioritize content
     - Support teachers in examining student work
     - Use the assessments in your curriculum first
     - Use assessment results to scaffold within grade level instruction
   - Do NOT
     - Assess on non-priority content
     - Use assessment results to go back
     - Layer on additional assessments that do not provide new information

3. **Reduce or minimize everything else**
   - Do
     - Proactively understand every assessment students are taking
   - Do NOT
     - Assess unless you have a worthy purpose and plan for how you will use the data
Simplify the plan

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
<th>Spring</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Evaluative</strong></td>
<td></td>
<td></td>
<td>• State test</td>
</tr>
<tr>
<td><strong>Predictive</strong></td>
<td></td>
<td>• Full-length practice test</td>
<td>• ACT</td>
</tr>
<tr>
<td><strong>Instructional</strong></td>
<td>• Informative student work analysis</td>
<td>• Informative student work analysis</td>
<td>• Informative student work analysis</td>
</tr>
<tr>
<td></td>
<td>• Curriculum-based unit assessments</td>
<td>• Curriculum-based unit assessments</td>
<td>• Curriculum-based unit assessments</td>
</tr>
<tr>
<td></td>
<td>(RTI screener in elementary)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Resources and tools

- Student Achievement Partners’ prioritized content
- Louisiana benchmark assessment reviews
- Instruction Partner’s Assessment Inventory
- Achievement Network’s 3 principles for assessment during recovery and beyond
- Scott Marion’s “Rethinking Intervention” interview

- Center for Assessment’s Rethinking Assessment and Learning
A note about trauma and assessment

Where do we hear the word “testing” most these days?

Phrases that could trigger:

- “Today we are taking a test”
- “We need to take a test so we know how we are doing”
Set a vision for your assessment strategy

**Worst-case scenario:** Students are given tests that scare them and produces invalid or unreliable data and teachers or leaders use the data to label and sort them in ways that make them feel worse about themselves. In this case, the targeted instruction does not advance their learning (and takes away time that could be spent productively).

**Best-case scenario:** In the context of genuinely caring relationships, students produce targeted work that allows the teacher to understand what students know and do not yet know. Teachers use this information to build on student strengths by asking questions and providing learning experiences that help students learn more.
Next week, Class 5...

- Personalized learning
- Instructional planning
One step at a time, together