



## 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



Time	Topic
3 minutes	Opening and Introductions
5 minutes	How We Typically Use Data
5 minutes	Structure of Each Discipline
5 minutes	Purpose of Assessment
10 minutes	Strategies and Cautions for Assessing
2 minutes	Closing



# 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://files.eric.ed.gov/fulltext/EJ1199792.pdf>

<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

SUBJECT	PERFORMANCE LEVEL	OVERALL
ENGLISH I	LEVEL 2	291



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.

Level 4	Mastered	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.
Level 3	On-track	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.
Level 2	Approaching	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.
Level 1	Below	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.

#### Performance Level Comparison

Percent of students scoring at each level	School	District	State
Level 4	6%	10%	9%
Level 3	24%	32%	27%
Level 2	45%	40%	44%
Level 1	24%	18%	20%

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

Sub-score Category	Students meet expectations by...	Sub-score Expectation	Points Possible	Student Points Earned
<b>Reading: Literature</b>	reading and analyzing fiction, drama and poetry for grades 9-10.	Below ↓	0-8	3
<b>Reading: Informational Text</b>	reading and analyzing non-fiction for grades 9-10.	Meets ↔	0-8	4
<b>Reading: Vocabulary</b>	using context clues to determine the meaning of words and phrases in text for grades 9-10.	Exceeds ↑	0-8	7
<b>Writing: Focus &amp; Organization</b>	effectively organizing writing for clarity.	Exceeds ↑	0-8	2
<b>Writing: Development</b>	using relevant evidence from the text to thoroughly develop a topic.	Below ↓	0-8	5
<b>Writing: Language &amp; Style</b>	using precise language and literary techniques.	Meets ↔	0-8	4
<b>Conventions</b>	correctly using the rules of standard English.	Exceeds ↑	0-8	7
<b>FIRSTNAME'S Total ENGLISH I EOC Raw Score = 32/56</b>			<b>0-56</b>	<b>32</b>

### 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	AREAS FOR IMPROVEMENT	NEXT STEPS
<b>FIRSTNAME may have a strong understanding in these areas:</b> <ul style="list-style-type: none"> <li>Using context clues to determine the meaning of words and phrases</li> <li>Including an effective introduction and conclusion in writing</li> <li>Using effective organizational techniques when writing</li> <li>Editing text for correct grammar and conventions</li> <li>• Room for one more line</li> <li>• Room for one more line</li> </ul>	<b>FIRSTNAME may need to improve skills in these areas:</b> <ul style="list-style-type: none"> <li>Determining the theme or central idea of grade-level literary text</li> <li>Writing a response appropriate to purpose and audience</li> <li>Using details from a text to demonstrate understanding</li> <li>• Room for one more line</li> <li>• Room for one more line</li> <li>• Room for one more line</li> </ul>	<b>Consider the following to increase FIRSTNAME's performance:</b> <ul style="list-style-type: none"> <li>Read and discuss complex text in the 9-10 grade band with others</li> <li>Focus on determining the meaning of unknown words using context</li> <li>Practice supporting ideas with evidence from both literary and informational text</li> <li>Reference the Parent Guide for more information</li> <li>• Room for one more line</li> <li>• Room for one more line</li> </ul>

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.



**D**

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. This 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.

SS - Scale Score

# - Points Earned / Points Possible

% - Percent of Points Earned

SSR - Subscore Ratings

↑ 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.

<b>E</b>	Class	Teacher	School	District	State
Average Scale Score	353	350	353	310	247
Level 4 (351–400)	6%	6%	6%	10%	9%
Level 3 (301–350)	24%	24%	24%	32%	27%
Level 2 (251–300)	45%	45%	45%	40%	44%
Level 1 (200–250)	24%	25%	24%	18%	20%

Percent of students in each Performance Level.

Overall Performance				Reading: Literature			Reading: Informational Text			Reading: Vocabulary			Written Expression			Conventions			
STUDENT NAME	SS	#	%	#	%	SSR	#	%	SSR	#	%	SSR	#	%	SSR	#	%	SSR	
<b>AVERAGES</b>																			
STATE AVERAGE	999	99/99	999	99/99	999	↑	99/99	999	↑	99/99	999	↔	99/99	999	↑	99/99	999	↑	
DISTRICT AVERAGE	999	99/99	999	99/99	999	↔	99/99	999	↔	99/99	999	↓	99/99	999	↑	99/99	999	↑	
SCHOOL AVERAGE	999	99/99	999	99/99	999	↔	99/99	999	↔	99/99	999	↓	99/99	999	↑	99/99	999	↑	
TEACHER AVERAGE	999	99/99	999	99/99	999	↔	99/99	999	↔	99/99	999	↓	99/99	999	↑	99/99	999	↑	
CLASS AVERAGE	999	99/99	999	99/99	999	↔	99/99	999	↔	99/99	999	↓	99/99	999	↑	99/99	999	↑	
<b>PERFORMANCE LEVEL 4 (351–400)</b>																			
CSTUDENTFIRSTNAME LASTNAME	999	99/99	999	99/99	999	↑	99/99	999	↑	99/99	999	↑	99/99	999	↑	99/99	999	↑	
ZSTUDENTFIRSTNAME LASTNAME	999	99/99	999	99/99	999	↑	99/99	999	↔	99/99	999	↑	99/99	999	↑	99/99	999	↑	
<b>PERFORMANCE LEVEL 3 (301–350)</b>																			
ASTUDENTFIRSTNAME LASTNAME	999	99/99	999	99/99	999	↑	99/99	999	↑	99/99	999	↔	99/99	999	↑	99/99	999	↑	
KSTUDENTFIRSTNAME LASTNAME	999	99/99	999	99/99	999	↔	99/99	999	↔	99/99	999	↓	99/99	999	↑	99/99	999	↑	
<b>PERFORMANCE LEVEL 2 (251–300)</b>																			
JSTUDENTFIRSTNAME LASTNAME	999	99/99	999	99/99	999	↔	99/99	999	↔	99/99	999	↔	99/99	999	↔	99/99	999	↔	
<b>PERFORMANCE LEVEL 1 (200–250)</b>																			
GSTUDENTFIRSTNAME LASTNAME	999	99/99	999	99/99	999	↓	99/99	999	↔	99/99	999	↓	99/99	999	↔	99/99	999	↔	
<b>STUDENTS WITH NO SCORES</b>																			
BSTUDENTFIRSTNAME LASTNAME	<b>FAILED ATTEMPT</b>			Student failed to attempt any items for this content area.															
DSTUDENTFIRSTNAME LASTNAME	<b>EXEMPT</b>			Student was granted a medical exemption for this content area.															
FSTUDENTFIRSTNAME LASTNAME	<b>ABSENT</b>			Student was absent.															
ISTUDENTFIRSTNAME LASTNAME	<b>RESIDENTIAL FACILITY</b>			Student at Residential Facility.															
MSTUDENTFIRSTNAME LASTNAME	<b>INVALID ATTEMPT</b>			Invalid attempt.															

All average data is rounded up to the nearest whole number. The SSR in the Averages section is based off of 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

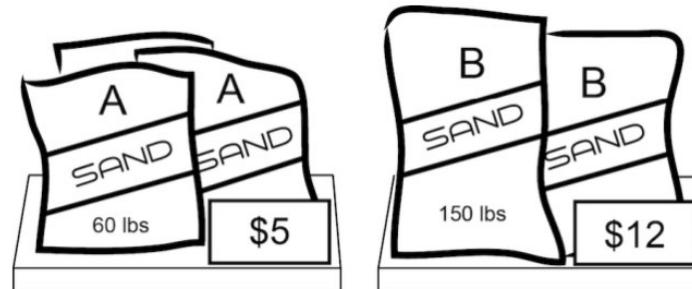
## For teachers:

- 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,  $V = l \times w \times h$ , 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

K	1	2	3	4	5	6	7	8	HS				
Counting & Cardinality													
Number and Operations in Base Ten				Ratios and Proportional Relationships			Number & Quantity						
		Number and Operations – Fractions		The Number System									
Operations and Algebraic Thinking				Expressions and Equations			Algebra						
						Functions		Functions					
Geometry													
Measurement and Data				Statistics and Probability			Statistics & Probability						



**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?



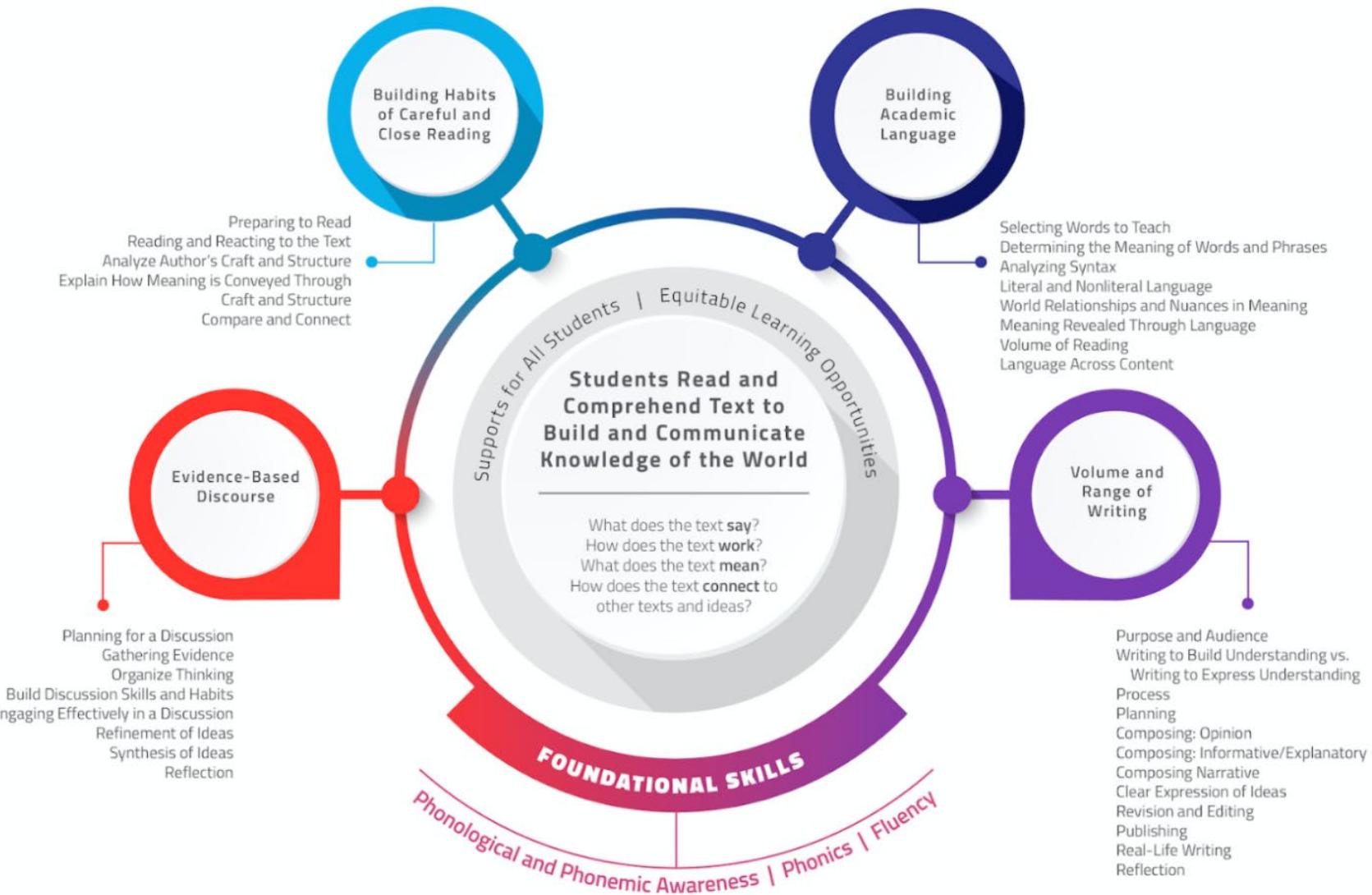
- Multiplication and division
- Multi Step problem solving
- Base ten
- Measurement concepts (area and volume)
- Fraction

# ELA: Grade 6, Module 1, Unit 1 assessment



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.”



# 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.

(Shanahan, <https://bit.ly/36xPjMV>)



**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

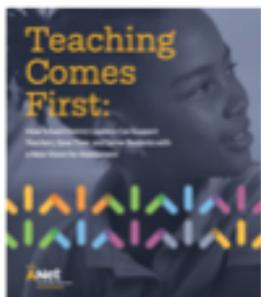
# Align strategy to purpose



Evaluative	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.	<ul style="list-style-type: none"><li>• State test</li><li>• ACT/SAT</li></ul>
Predictive	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.	<ul style="list-style-type: none"><li>• Full length practice test</li></ul>
Instructional	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.	<ul style="list-style-type: none"><li>• Unit Test</li><li>• Exit slip</li><li>• Discussion</li></ul>

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 . . .



	What this would look like . . .	What this would allow you to do . . .
Evaluative	Give full-length fifth-grade TNReady test (or replica version)	<ul style="list-style-type: none"><li>▪ Identify which students are at each performance level for fifth grade</li><li>▪ Identify which domains students are stronger or less strong in for grade 5</li><li>▪ Identify which teachers are stronger</li><li>▪ Tell people how this compares to last year</li></ul>
Predictive	Give full length sixth-grade practice TNReady test (or replica version)	<ul style="list-style-type: none"><li>▪ Identify which students are tracking to each performance level for 6<sup>th</sup> grade</li><li>▪ Identify which domains students are stronger or less strong in for grade 6</li><li>▪ Identify which teachers have students tracking towards mastery</li></ul>
Instructional	Ask students questions related to the unit's content and examine their work	<ul style="list-style-type: none"><li>▪ Identify what students do and do not know on the topic of instruction</li></ul>

Which purposes are actionable?

# Interesting and actionable are not the same



	What this would look like ...	What this would allow you to do ...
Evaluative	Give full-length fifth-grade TNReady test (or replica version)	<ul style="list-style-type: none"><li>• <del>Identify which students are at each performance level for 5<sup>th</sup> grade</del></li><li>• <del>Identify which domains students are stronger / less strong for 5<sup>th</sup></del></li><li>• <del>Identify which teachers are stronger</del></li><li>• <del>Tell people how compares to last year</del></li></ul>
Predictive	Give full length sixth-grade practice TNReady test (or replica version)	<ul style="list-style-type: none"><li>• <del>Identify which students are tracking to each performance level for 6<sup>th</sup> grade</del></li><li>• <del>Identify which domains students are stronger / less strong for 6<sup>th</sup> grade</del></li><li>• <del>Identify which teachers have students tracking towards mastery</del></li></ul>
Instructional	Ask students questions related to the unit's content and examine their work	<ul style="list-style-type: none"><li>▪ <b>Identify what students know and do not on the topic of instruction</b></li></ul>

# Principles to guide assessment



## 1. Do no harm

Do	Do NOT
<ul style="list-style-type: none"><li>▪ Focus on building supportive relationships</li></ul>	<ul style="list-style-type: none"><li>▪ Trigger trauma</li><li>▪ Use invalid or unreliable assessments</li><li>▪ Label and sort</li></ul>

## 1. Prioritize instructional purposes

Do	Do NOT
<ul style="list-style-type: none"><li>▪ Prioritize content</li><li>▪ Support teachers in examining student work</li><li>▪ Use the assessments in your curriculum first</li><li>▪ Use assessment results to scaffold within grade level instruction</li></ul>	<ul style="list-style-type: none"><li>▪ Assess on non-priority content</li><li>▪ Use assessment results to go back</li><li>▪ Layer on additional assessments that do not provide new information</li></ul>

## 3. Reduce or minimize everything else

Do	Do NOT
<ul style="list-style-type: none"><li>▪ Proactively understand every assessment students are taking</li></ul>	<ul style="list-style-type: none"><li>▪ Assess unless you have a worthy purpose and plan for how you will use the data</li></ul>

# Simplify the plan



	Fall	Winter	Spring
Evaluative			<ul style="list-style-type: none"><li>• State test</li><li>• ACT</li></ul>
Predictive		<ul style="list-style-type: none"><li>• Full-length practice test</li></ul>	
Instructional	<ul style="list-style-type: none"><li>• Informative student work analysis</li><li>• Curriculum-based unit assessments (RTI screener in elementary)</li></ul>	<ul style="list-style-type: none"><li>• Informative student work analysis</li><li>• Curriculum-based unit assessments</li></ul>	<ul style="list-style-type: none"><li>• Informative student work analysis</li><li>• Curriculum-based unit assessments</li></ul>

# 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**

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