Reimagining Assessment and Data to Guide Learning for All Students – Considerations for Fall 2020

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Teaching and Learning Led by Evidence

- Welcome!
- Introduce yourself in the chat
  - Who are you? Where are you from?

Learning Outcomes for Session 1

By the end of this session, you will be able to…

- ❑ Envision ways you can elicit and use evidence of student learning to guide instructional decisions this fall (expanded in *Session 3 – 5 and 7)*
- ❑ Utilize existing assessment structures in your school to strengthen students' Social Emotional Learning (SEL) and assess their readiness to learn

Quote from *Reimagine Minnesota's COVID-19 Response*

"The Status Quo is not our desired outcome. We do not want to 'return to normal' if it means you can still predict a child's education and life outcomes by knowing their race and zip code. Instead, our goal is to do as much in this moment as possible to advance new and promising approaches that could give us insight into how to disrupt the status quo in an inequitable education system."

- R.T. Rybak and Patrice Relerford, The Minneapolis Foundation

(Alexander, Gibbons, Marshall, Rodriguez, Sweitzer, & Varma, 2020, p. 3)

What *can* school look like when we place equity at the center?

Can schools be places where…

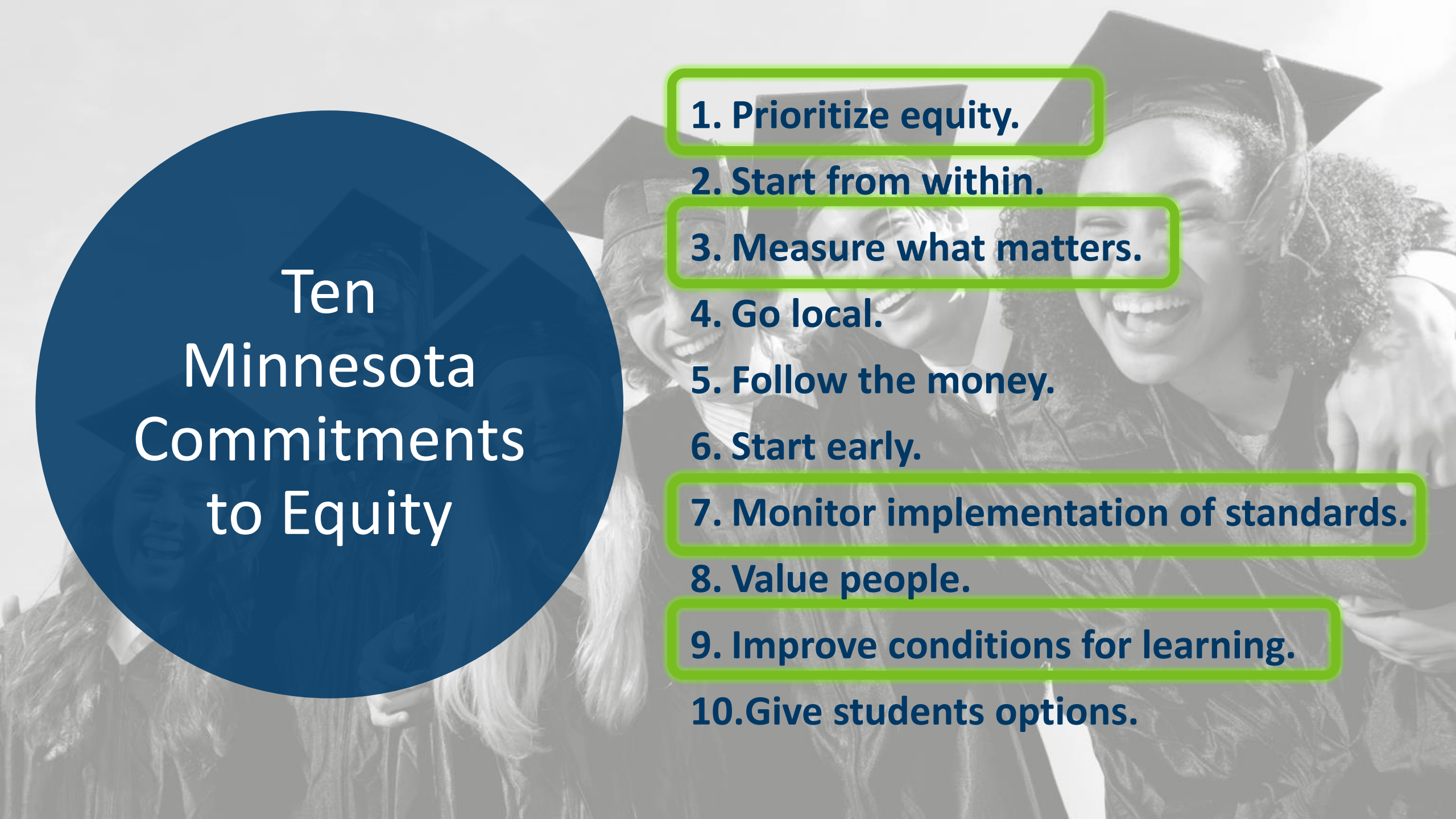
- ❑ a child's race or economic status does not predict how well they will do in school?
- ❑ the culture and language of children are treated as assets and resources to be valued rather than negated by assimilation?
- ❑ children are inspired, their curiosity is encouraged, and their dreams are fed?
- ❑ teachers feel appreciated and are able to teach with joy, passion and inspiration?

-*Reopening Schools with a Focus on Equity*, Dr. Pedro Noguera, 2020

Mindset

To achieve Noguera's vision in *Reimagine Minnesota*, we must shift our thinking.

From	To
Measuring and sorting children	Developing talent in all children
Pressure and competition	Collaboration, curiosity and encouragement of intrinsic motivation to learn
Assessment to rank kids	**Assessment to guide learning**
Teaching as coverage of material	Teaching as cultivating a love of learning
Parents as consumers	Parents as partners



Ten Minnesota Commitments to Equity

1. Prioritize equity.
2. Start from within.
3. Measure what matters.
4. Go local.
5. Follow the money.
6. Start early.
7. Monitor implementation of standards.
8. Value people.
9. Improve conditions for learning.
10. Give students options.

Social and Emotional Learning

"Social emotional learning (SEL) is broadly understood as a process through which people build awareness and skills in managing emotions, setting goals, establishing relationships and making responsible decisions that supports their success in school and in life. SEL develops cognitive social competencies, such as self-awareness, self-management and social awareness. Developing such competencies in students fosters positive social skills, reduces conduct problems, diminishes emotional stress and improves academic performance."

-Collaborative for Academic, Social, and Emotional Learning (CASEL)

CASEL. (2015). What is Social and Emotional Learning?

SEL Framework: Five Competencies

1. Relationship Skills Competency
2. Self-Awareness Competency
3. Self-Management Competency
4. Social Awareness Competency
5. Responsible Decision-Making Competency

SEL Implementation Guidance

- A core purpose of the SEL competencies is for SEL practices to be intentional.
- Consider integrating language from the SEL competencies into lesson plans and learning targets
- SEL competencies can be embedded throughout instruction within existing systems of instruction and assessment.

MDE's Social and Emotional Learning Assessment Guidance

SEL Implementation Guidance Example: Relationship Skills

MDE's Social and Emotional Learning Competencies

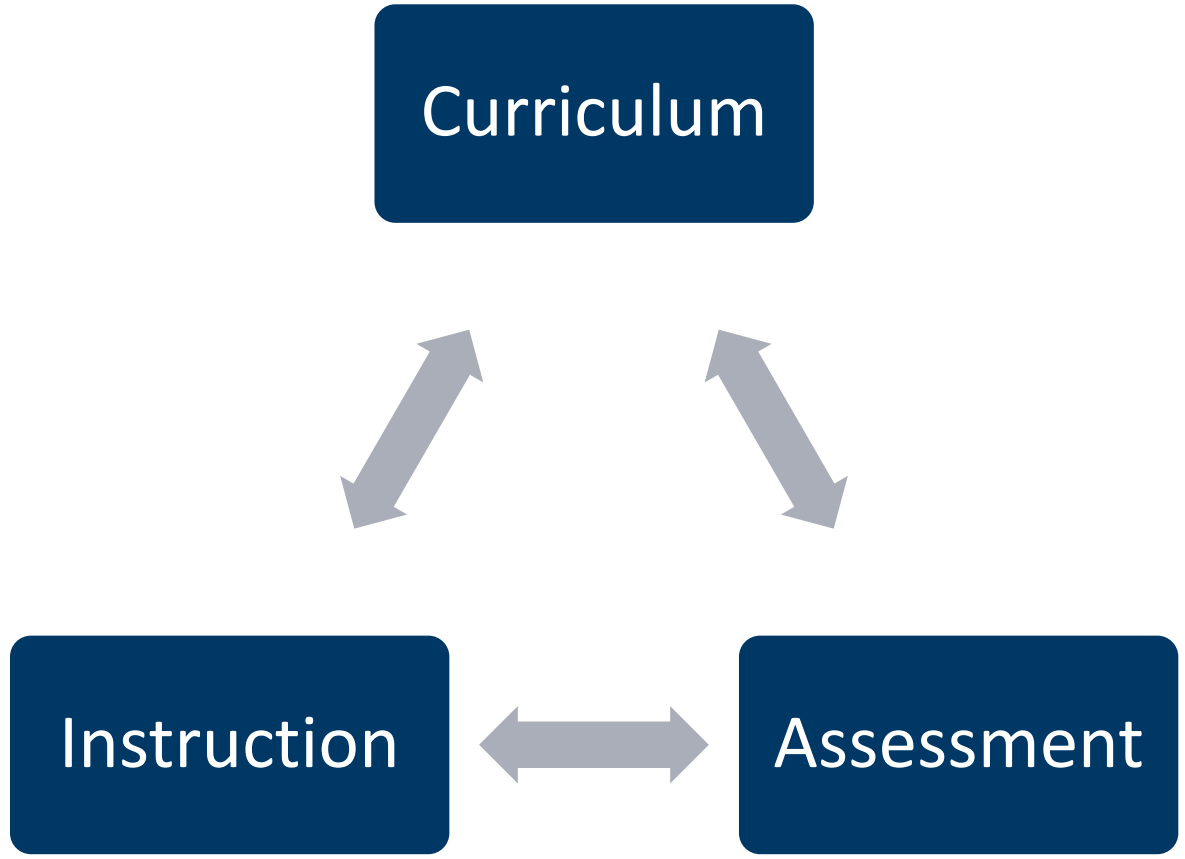
Grade bands	Benchmarks	Sample activities	Related academic standards
Grades 9-12	Demonstrate an ability to co-exist civilly in the face of unresolved conflict.	Explore literature and biographies of characters who have dealt with unresolved conflict. Routinely ask students how these characters or figures co-existed civilly in the face of unresolved conflict.	Social Studies, 9.4.4.19.6, Outline the federal policies of war-time and post-war United States; explain the impact of these policies on Southern politics, society, the economy, race relations and gender roles.

SEL Assessment Guidance

- Assessments embedded with SEL competencies improve classroom experience for *all* students.
- Investigate ways to assess SEL beyond traditional tests and surveys.
  - Projects and performance assessments offer opportunities for kids to demonstrate their growth across multiple social and emotional domains.
  - Teachers may use SEL as part of formative instruction to ask students how many minutes a student studied for an exam as a question at the end of a test.

Making SEL Assessment Work: 10 Practitioner Beliefs

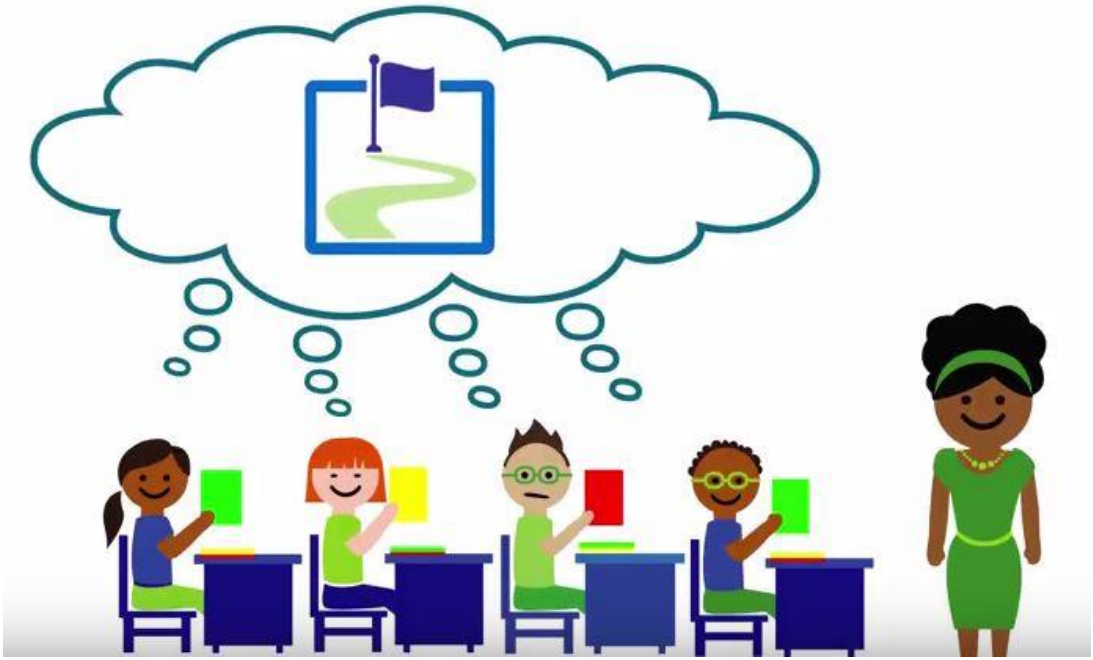
Teaching and Learning

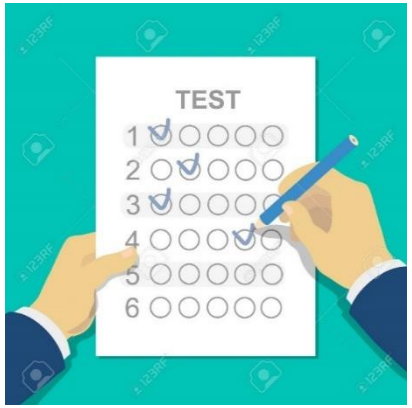


Concept from Pellegrino (2001)

Assessment

Assessment is used to describe many different procedures and tools used to determine what students know and can do.





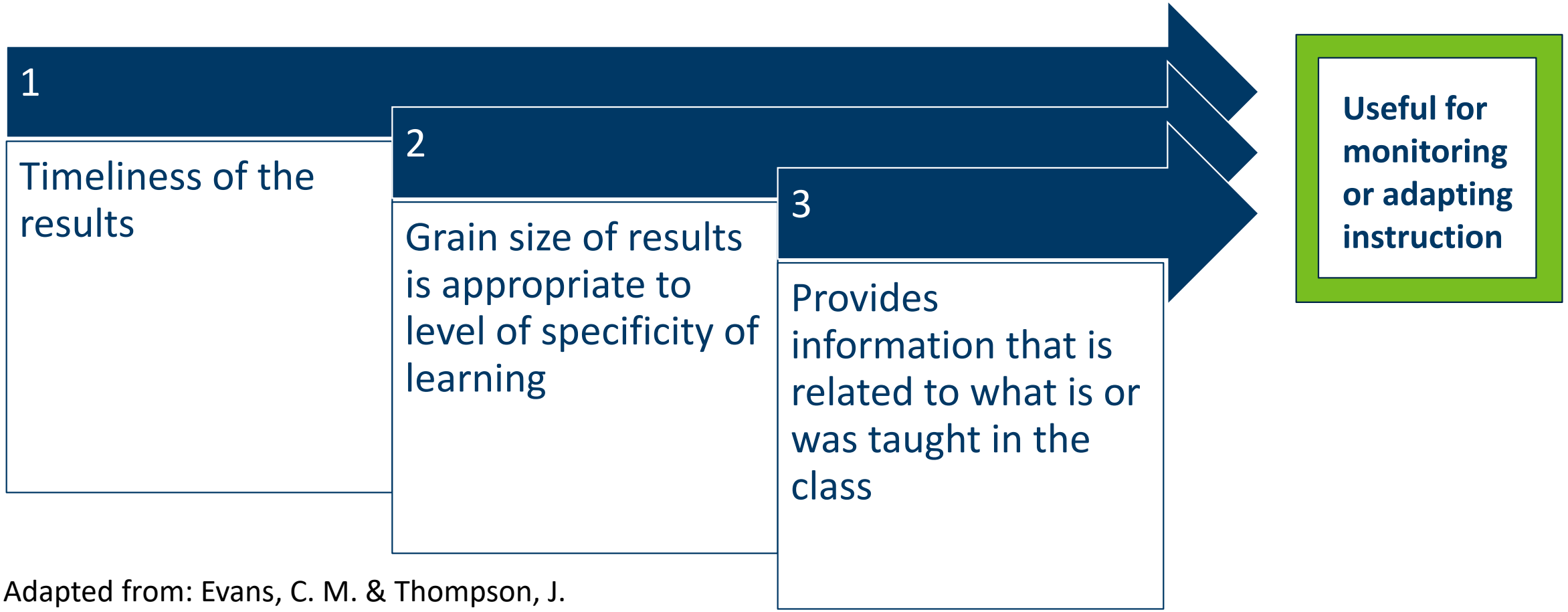
Purposes of Assessment

Assessments are typically designed to collect evidence for one of the following:

1. Predict
2. Evaluate
3. Diagnose
4. **Provide instructionally useful information for modifying and adapting instruction**

Evans, C. M. & Thompson, J. (2020). *Classroom Assessment Learning Modules*.

What makes assessment useful to instruction?



Adapted from: Evans, C. M. & Thompson, J. (2020). *Classroom Assessment Learning Modules*.

Leading with Evidence

Now more than ever, we need to choose, design, use, and interpret classroom assessments that gather evidence of student knowledge and skills for improving student learning and instruction.

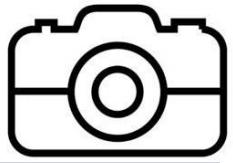
1. **Assess**
2. **Analyze**
3. **Take Action**

Types of Assessment

Formative

- Formative assessment is a planned, ongoing process used by students and teachers *during* learning
- Used to elicit evidence, improve student understanding of learning outcomes, and support students to become self-directed learners.

Summative



- Summative assessment is a snapshot of student learning related to a set of objectives or criteria for learning.
- Summative assessment is often used as a way to document what students learned after a period of instruction.

Focus on formative assessment

Effective use of a formative assessment process requires students *and* teachers to:

- Clarify learning goals and success criteria within a broader progression of learning;
- Elicit and analyze evidence of student thinking;
- Engage in self-assessment and peer feedback;
- Provide actionable feedback; and
- Use evidence and feedback to move learning forward by adjusting learning strategies, goals, or next instructional steps.

-CCSSO 2020

Benefits of Formative Assessment

Educators

Deepens the understanding of what students know and can do

Individualizes instructional decisions to support differentiation

Students

Supports a clearer message about what is important to learn

Promotes reflection and internalizes progress

Relationships

Supports students *prior* to summative assessment

Creates conditions of equity in the learning environment

Student Centered Assessment Systems

- Assessment systems, when implemented effectively, can cause students to learn, not just simply measure student performance.

- Stiggins and Chappuis, *Theory into Practice (2005)*

- This cannot come from MCA results or quarterly interim assessments which are too infrequent.

COVID Learning Loss

- Learning loss happens every summer
- Be careful in rushing to remediation and re-teaching
- All students deserve access to grade level content
- “Learning loss” can lead to deficit thinking

Readiness Pre-Assessment

Readiness pre-assessment is a quick, formative way to gather evidence about students' pre-requisite knowledge, skills, and understandings needed to access the next unit of instruction.

Useful for:

1. Identifying student strengths and growth areas
2. Determining student groupings

Evans, C. M. & Thompson, J. (2020). *Classroom Assessment Learning Modules*.

Readiness Pre-Assessment (2)

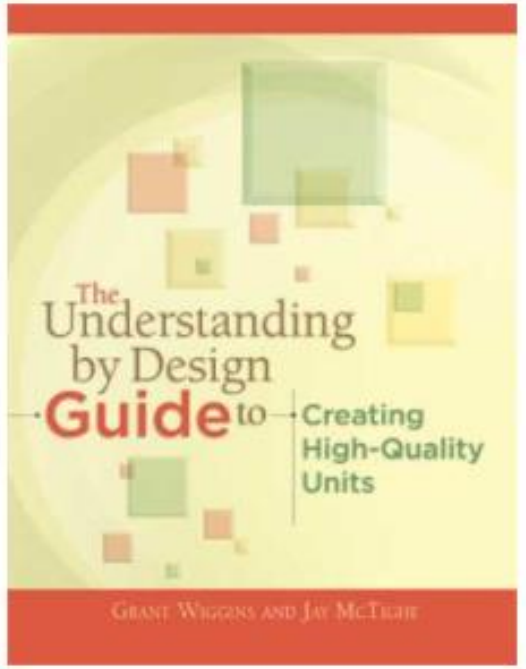
What it is	What it's not
Focused on critical prerequisite skills and understanding	NOT a long diagnostic test
Focused on immediate skills students need for the next unit's learning goals	NOT an end of year test given at beginning of year
Focus on what students DO know	NOT focused on what student's don't know
Short and purposeful	NOT graded

Math Readiness Assessment Example

Goals of the Instructional Unit	
Understanding Goals: *Students will understand that…*	
▪ U1: [Type here] <add content standard reference>	
▪ U2: [Type here] <add content standard reference>	
▪ U3: [Type here] <add content standard reference>	
▪ [add or remove rows as necessary]	
Knowledge Goals: *Students will know…*	
▪ K1: [Type here] <add content standard reference>	
▪ K2: [Type here] <add content standard reference>	
▪ K3: [Type here] <add content standard reference>	
▪ [add or remove rows as necessary]	
Skill Goals: *Students will be skilled at…*	
▪ S1: [Type here] <add content standard reference>	
▪ S2: [Type here] <add content standard reference>	
▪ S3: [Type here] <add content standard reference>	
▪ [add or remove rows as necessary]	
Pre-Requisite Questions/Activities	**Predict Instructional Implications**

Center for Assessment

Readiness Pre-Assessment Template



Understanding by Design (UBD)

Math Readiness Assessment Example (2)

Pre-Requisite Questions/Activities	Predict Instructional Implications
1. Put the following fractions in order from least to greatest on a number line with proper labels: 1 3/8, 7/8, 1/8, 5/8, 8/8	Students need a basic understanding of fractions and the ability to compare fractional units with the same denominator before moving on to fractions with unlike denominators. Students who are successful with this problem will be able to create a number line with 8 equal segments per whole and accurately label the fractions in order from least to greatest, including the mixed number.
2. Add 1 3/8 + 1/8 and draw a visual model to support your answer.	Adding fractions with like denominators is a precursor to adding fractions with unlike denominators. Students may demonstrate advanced understanding by reducing 1 4/8 into its simplest terms 1 ½. The visual model should accurately depict and demonstrate their understanding of fractions and whole numbers.
3. Subtract 7/8 – 5/8 and draw a visual model to support your answer.	Same as above except for subtraction.
4. Create four equivalent fractions for 1/2	Generating equivalent fractions is a precursor concept to using equivalent fractions to add and subtract fractions with unlike denominators.

Informal Formative Checks for Understanding

"Readiness pre-assessments" can be informal if they have a purpose and gather evidence.

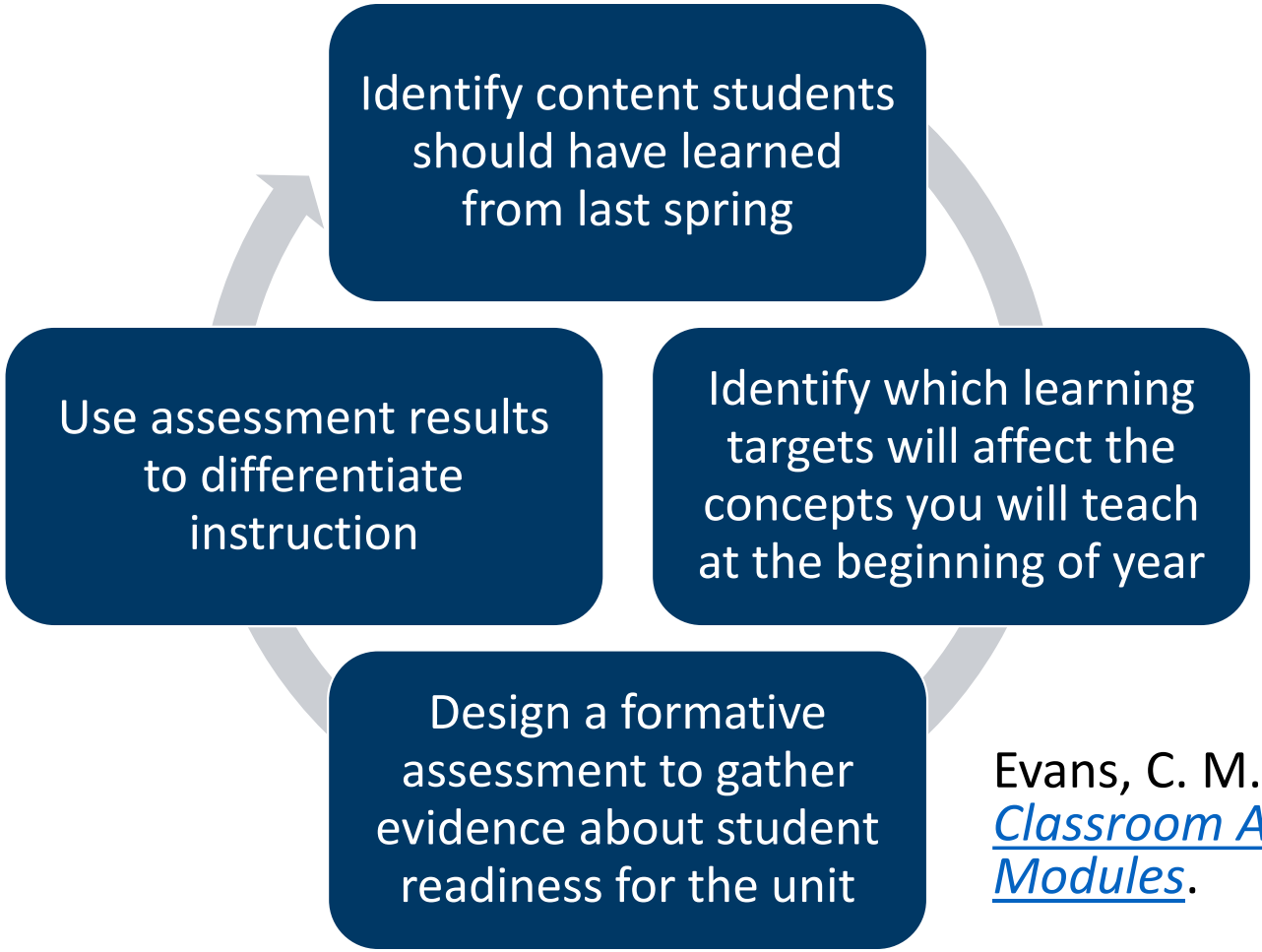
Mode of Learning	Examples
In Person or Hybrid	• Listen to students talk in pairs or small groups – record anecdotal notes • Watch students work through a group activity – use a checklist to evaluate pre-requisite knowledge and skills • Ask students to explain how they solve or answer a problem on whiteboards – use a checklist to collect data on their thinking
Distance Learning	• Read student writing responses – use a checklist or record anecdotal notes • Ask students a warm-up question – take a poll to collect responses • Read student responses to questions from previous assignments, warm-ups, or exit tickets that align to an important pre-requisite skill – record anecdotal notes or use a checklist

What do I do with the results?

- Review student responses
- Don’t grade or mark up with feedback
- Sort the student responses into categories, like expected, partial, and limited
- Write brief notes on what you noticed about each student

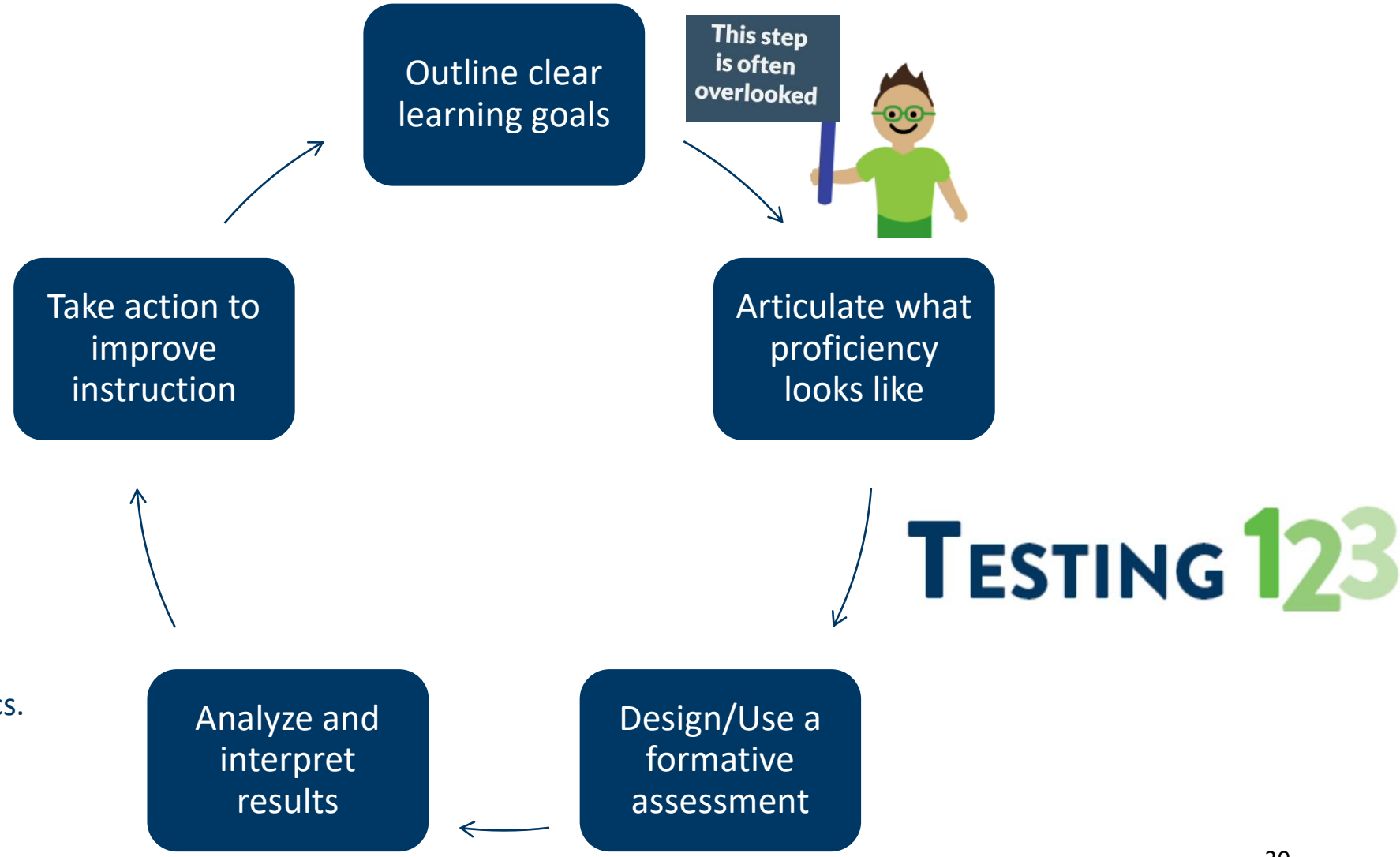
Student Names	Level of Pre-Req skills	Strengths	Growth Areas
	Expected understanding		
	Limited understanding		
	Partial understanding		

Formative Assessment Cycle for Fall 2020



Evans, C. M. & Thompson, J. (2020). *Classroom Assessment Learning Modules*.

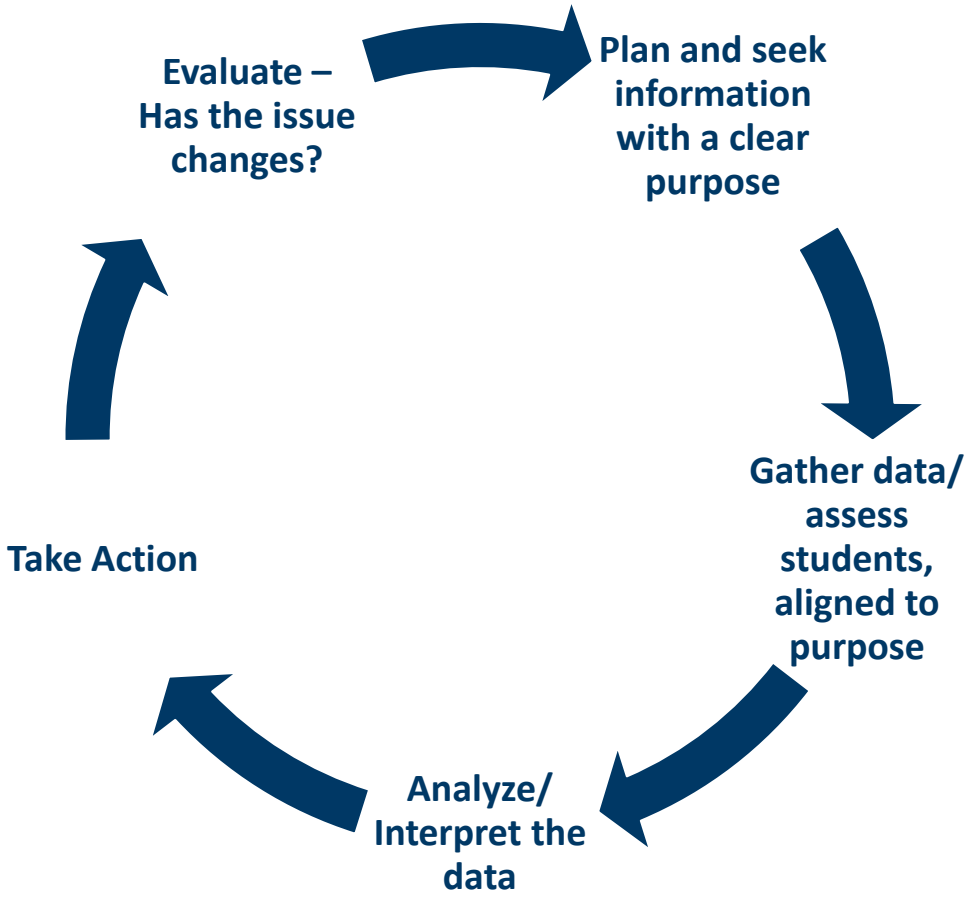
Assessment and Data Use Cycle



TESTING 123

National Forum on Education Statistics. (2012). *Forum Guide to Taking Action with Education Data*

Data Use Cycle



TESTING 123

National Forum on Education Statistics. (2012). *Forum Guide to Taking Action with Education Data*

Keep in Mind…

Assessment is an ongoing process. Data is collected informally and formally throughout the year.

- We must remain open to using assessment results to guide our learning

Using *more* and higher *quality* data can improve decision-making cycles and have a greater impact on student learning.

- Assessment systems have both immediate purpose and are guided by long-term vision
- Review academic, SEL, and behavioral data together at regular intervals throughout the year to ensure a better picture of the "whole" child.

Upcoming Sessions

2. **Determining the *right* balance of assessment for your students**

   Thursday, August 27, 11:00 am

3. **Leading discussions about instruction based on student evidence**

   Thursday September 24, 4:00 pm

4. **Assessment *for* Learning – How do we know what our students really know?**

   Thursday, October 22, 4:00pm

5. **Assessment *of* Learning - Improving teacher-designed summative assessments**

   Thursday, November 12, 4:00 pm

Upcoming Sessions, cont'd

6. **Where can teachers access results from statewide assessments?**

   December - date TBD

7. **How should MCA scores be interpreted and used to make decisions?**

   January - date TBD

8. **How is the MCA developed?**

   February - date TBD

Disclaimers

- These webinars are not a silver bullet – they are one piece of the approach to close learning gaps.
- Each session is an introduction to each topic, and will recommend resources for further investigation. They are not exhaustive of all concepts and nuances of applications.
- The modules are based on best practices, but do not go in depth with special populations.

Panel Discussion- Teachers and Leaders

Panel Discussion (1)

1. Introductions
    - What is your name?
    - What district, school, or organization are you from?
    - What is your role?

Panel Discussion (2)

2. How has your perspective changed for Fall 2020 compared to previous years, in terms of how evidence of student learning will help guide your instruction?

Panel Discussion (3)

3. What structures are you considering as you think about *how* to assess students when they return in the fall?

Panel Discussion (4)

4. What strategies are you considering for *using* evidence of student learning to help you focus on what your students currently know, and where they need to go next?

Closing

What is one take away from this session that will help your planning for the fall?

(Please type in chat)

Resources

- Testing 1, 2, 3 – MDE Assessment and data use resources for teachers
- MDE's SEL District Implementation Guidance
- Reopening schools with a focus on equity – Dr. Pedro Noguera, The Holdsworth Center
- Implementing Principles of Reimagine Minnesota in a Period of Remote Teaching and Learning – The Minneapolis Foundation and the University of Minnesota
- Classroom Assessment Learning Modules - National Center for the Improvement of Educational Assessment
- Classroom Assessment Principles to Support Teaching and Learning – Lorrie A. Shepard, Elena K. Diaz-Bilello, William R. Penuel, and Scott Marion
- Learning As we Go: Principles for Effective Assessment During the COVID-19 Pandemic – Robin Lake, Lynn Olson, The Evidence Project
- Restart and Recovery: Assessment Considerations for Fall 2020 - Scott Marion, Brian Gong, Will Lorié, and Rebecca Kockler, Center for Assessment and CCSSO
- Understanding by Design (UBD) Guide to Creating High Quality Units - Grant Wiggins and Jay McTighe
- Knowing What Students Know – The Science and Design of Educational Assessment – James Pellegrino

Testing 1, 2, 3 Newsletter

If you would like to receive monthly updates about information relevant to educators, please use the following QR code to enter your information.

You can also send an email request to kendra.olsen@state.mn.us

You can sign up for the newsletter on Testing 1, 2, 3 site (testing123 > Get Involved > Testing 123 Newsletter).

Thank you!

Questions?

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