



CSDE Principal Webinar Series

Systems of Professional Learning

Connecticut Core Standards

Session 8:

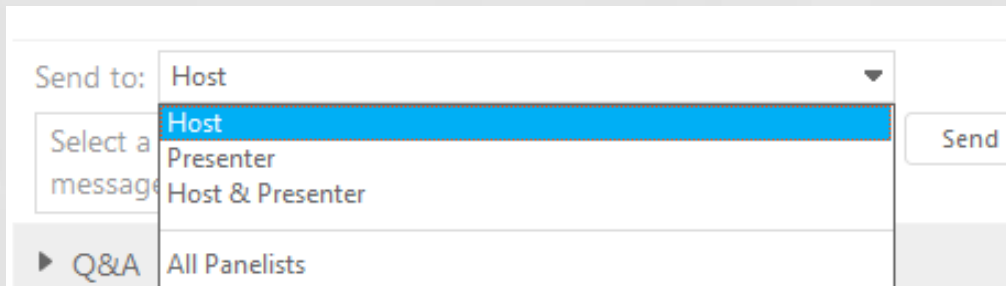
Using Assessment to Engage Students in their Own Learning

Wednesday, April 29, 2015

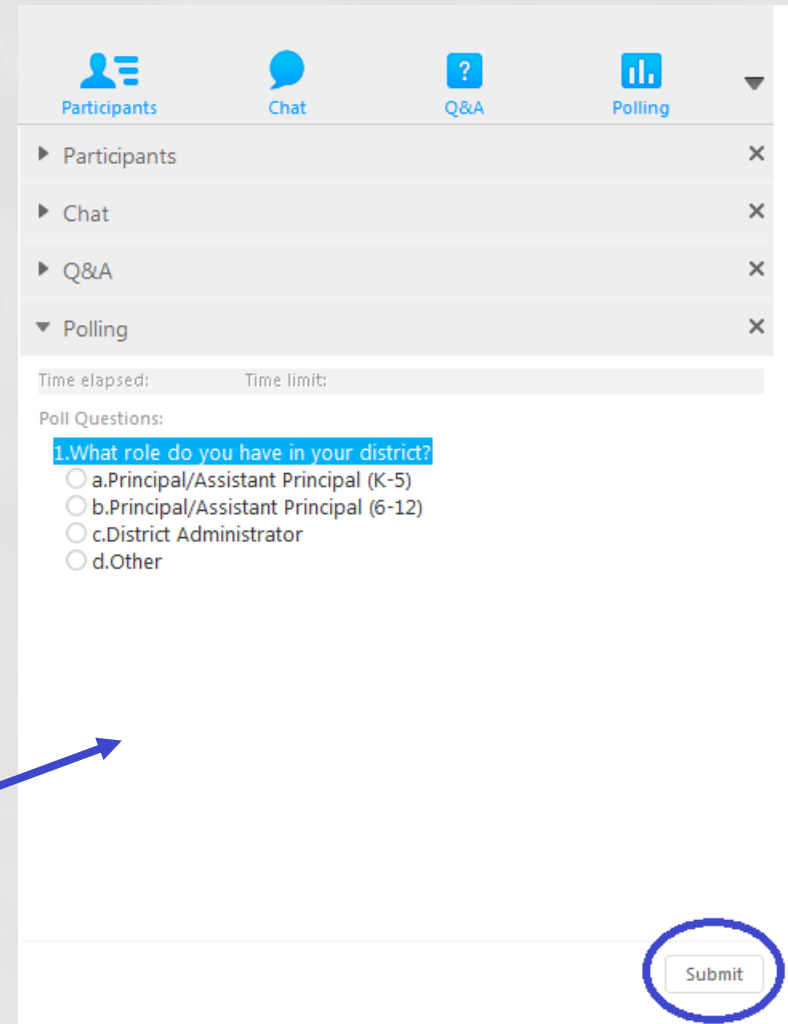
1:00 – 2:00 p.m. EST

Logistics... Things to Know

- How to communicate via WebEx



- Using the Polling Tool



CSDE Host



Ellen E. Cohn
Interim Chief Academic Officer

PCG Facilitators



Mary Ellen Hannon



Sharon DeCarlo

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Goals of CSDE Principal Webinar Session

Principals will deepen their understanding of the role of assessment to engage students in their own learning.

1. Recognize the role of assessment in student engagement.
2. Know how performance assessments and learning targets encourage students to understand and monitor their progress.
3. Review the principal's role in supporting teachers' professional growth in the use of performance assessments.

Poll Question

What role do you have in your district?

- A. Principal/Assistant Principal (K-5)
- B. Principal/Assistant Principal (6-12)
- C. District Administrator
- D. Other



Student-Engaged Learning and Assessment

- Students
 - Understand their learning targets
 - Track their progress
 - Use feedback to revise work
 - Present and explain their learning
 - Are invested in their own growth

Berger, Rugen, and Woodfin, 2014

Making the Case for Performance Assessment

"It is very clear you cannot measure the common-core standards without performance-based assessment, or really any of the other analogous state standards that have been developed looking for 21st-century skills," And [school systems] can say, 'Well, we're going to aspire to [those skills] but we're not going to try to ask kids to do it.' Well, at some point you gotta ask them to engage in the work."

Linda Darling-Hammond

http://www.edweek.org/tm/articles/2014/03/05/ndia_performanceassessment.html#

Definition of Performance Task

- Multistep assignment with clear criteria, expectations, and processes that measure how well a student transfers knowledge and applies complex skills to create or refine an original product



Center for Collaborative Education (2012)

Performance Task is “Playing the Game”



Performance Tasks and Learning Targets

A strong performance of understanding helps students understand what is important to learn, provides experiences that will help them learn it, and gives them a chance to observe their growing competence along the way.

Moss, Brookhart & Long (2011)
“Knowing your learning target.” *Educational Leadership*. March 2011. pp. 66-69

Start with Learning Targets

- Clarify instructional activities
- Communicate clear vision to students
- Students know what they are learning
- Students can assess their progress



Examples of Learning Targets

I can compare 3D shapes by using properties.

Analyze how Poe's choices about text structure, event order and time manipulation create mystery, tension, or surprise.

I can explain how plants and animals in an ecosystem depend on one another for survival.

Performance Assessments: ELA Grade 6

My Hero's Journey Narrative

In this performance task, students will have a chance to apply their knowledge of the elements and purpose of myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that includes key elements of myth. Students will create a hero set in the ordinary world. They will then create a problem and a series of events that align with the stages of the hero's journey. They will use descriptive details, sensory language, and transitional phrases to create an engaging reading experience. They will write a conclusion that naturally unfolds from the series of events.

Expeditionary Learning for Engage NY

<https://www.engageny.org/sites/default/files/resource/attachments/6m1.1.pdf>

Performance Assessments: ELA Grade 6

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Two Parts to Performance Assessments

- Performance task that matches standards
 - Content knowledge
 - Skill
 - Level of thinking
- Rubric
 - Scores characteristics along continuum of quality
 - Assesses whole performance

Considerations in Performance Tasks

Variables of Task

- Time
- Group or Individual
- Cognitive level
- Task structure
- Difficulty

Challenges to Measurement

- Reading
- Writing
- Artistic ability
- Stage presence

Elements of a Rubric

Criteria:

What qualities need to be in the work?

Levels of Performance
How well does the work exhibit these qualities?

		Levels of Performance (scale)			
		4 (Yes, and more)	3 (Yes)	2 (Yes, but)	1 (No)
Criteria or Dimensions	Criterion 1				
	Criterion 2				
	Criterion 3				
	Criterion 4				

Adapted from Brookhart 2014

Effective Criteria

- Appropriate
- Definable
- Observable
- Distinct from one another
- Complete (for your purposes)
- Able to be described along a continuum of quality



Brookhart (2014)

Examples of Performance Levels

Poor Example

	4	3	2	1
Props and Visuals	Props and visuals (pictures, diagrams, maps) were used throughout presentation	A few props and/or visuals were used	One prop or visual was used	No props and/or visuals were used

Better Example

	4	3	2	1
Props and Visuals	Props and/or visuals (pictures, diagrams, maps) give listeners an exceptionally clear understanding of the concepts	Props and/or visuals adequately illustrate the concepts for listeners	Some props and/or visuals illustrate the concepts and some do not	Props and/or visuals were irrelevant to the concepts inaccurate, and/or confusing

Rubrics and Learning Targets

TABLE 1

To check that they were meeting their teacher's expectations, students used this adapted rubric while completing problem-solving tasks.

Math Problem-Solving Rubric			
Your score	SHOWING MATH KNOWLEDGE (Can you do the problem correctly?)	USING PROBLEM-SOLVING STRATEGIES (How do you solve the problem?)	WRITING AN EXPLANATION (Can you explain your work?)
5	<ul style="list-style-type: none"> I figure out the correct answer. I solve the problem with no mistakes. 	<ul style="list-style-type: none"> I use all the important information from the problem. I show all the steps I used to solve the problem. I make a drawing to show how I solved the problem 	<ul style="list-style-type: none"> I write what I did and why I did it. I explain each step of my work. I use math words and strategy names. I write the answer in a complete sentence at the end of my explanation.
4	<ul style="list-style-type: none"> I figure out the correct answer. I solve the problem, but I make a few small mistakes. 	<ul style="list-style-type: none"> I use most of the important information from the problem. I show most of the steps I used to solve the problem. 	<ul style="list-style-type: none"> I write what I did and a little about why I did it. I explain most of my work.
3	<ul style="list-style-type: none"> I figure out part of the answer. I try to solve the problem, but I make some big mistakes. 	<ul style="list-style-type: none"> I use some of the important information from the problem. I show some of the steps I used to solve the problem. 	<ul style="list-style-type: none"> I write a little about what I did or why I did it, but not both. I explain some of my work.
2	<ul style="list-style-type: none"> I try to solve the problem, but I don't understand it. 	<ul style="list-style-type: none"> I use very little important information from the problem. I show almost none of the steps I used to solve the problem. 	<ul style="list-style-type: none"> I write something that doesn't make sense. I write an unclear answer.
1	<ul style="list-style-type: none"> I don't try to solve the problem. 	<ul style="list-style-type: none"> I show no steps that I used to solve the problem. 	<ul style="list-style-type: none"> I don't write anything to explain how I solved the problem.

Parker & Breyfogle, 2011

Role of Portfolios in Student-Engaged Learning

A portfolio is a collection of work that a learner has collected, organized, reflected upon, and presented to show understanding and growth over time.

Students can:

- Communicate learning goals
- Take responsibility for learning
- Document progress over time
- Reflect on meeting learning goals



Source: Barrett, H. C. (2006). Using Electronic Portfolios for Classroom Assessments. The Reflect Initiative.

Role of Principals in Student-Engaged Assessment

- Set expectations
- Communicate
- Provide professional development
- Allow common planning time



What Should You See in Classrooms?

CT Core Standards Look Fors

Student demonstrating independence when working on performance task, when possible.

Literacy based performance tasks requiring students to cite evidence from the text.

Tasks intentionally supporting students in developing academic language.

Students persisting in efforts to read, speak and/or write when completing performance assessments.

Prior knowledge learned within unit activated through the performance assessment process, including but not limited to previously learned standards that help build connections.

Tools available to explore and deepen understanding of concepts within the performance assessment.

What Are the Benefits for Your School?

- Recognize that children can express what they know, understand and can do in different ways
- Evaluate process as well as product
- Engage students in their own learning and assessment
- Contribute to collaboration on curriculum and assessment planning
- Provide parents with detailed information about their child's learning and growth
- Focus on student understanding, rather than discrete knowledge and skills

Questions, Concerns, Thoughts...



Thank you for participating in today's Webinar!



- 1) If you have additional questions please contact:
 - Ellen E. Cohn, Interim Chief Academic Officer, ellen.cohn@ct.gov
 - Robb Geier, Project Director, rgeier@pcgus.com
- 2) To register for future webinars, visit our PD page at CTCoreStandards.org