ASSESSMENT

Using Internal Assessment to Impact External Assessment

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Clarifying Assessment Types and Uses

- **Common Formative Assessments (CFAs)**
  - Over targets/ Drives instruction/ Data is used for prevention groups/ Team created/ Recorded and reported

- **Common Summative Assessments (CSAs)**
  - On essential standards/ Drives proficiency levels/ Data used for intervention groups/ Team created/ Recorded and reported

- **Practice or Homework**
  - Not Assessments - Checks on status of proficiency for students/ Can drive instruction/ Can be team or individual created/ Recorded but not reported
Starting with the End In Mind

- Essential Standards

- Unwrapping

- “Picture the end in mind for the assessment. Use that picture of success to incrementally identify what students should know and do.”

  -Kim Bailey & Chris Jakicic
Analyze formative assessment results, provide mid-unit interventions, and continue or complete core instruction.

Select and unwrap essential student learning outcomes to develop a unit plan.

Introduce students to learning targets, and begin core instruction (including checks for understanding and differentiation).

Select and unwrap essential student learning outcomes to develop a unit plan.

ALL students move on to the next essential student learning outcome(s).

Analyze end-of-unit assessment results, and identify students in need of supplemental intervention.

Tier 2

Analyze formative assessment results, provide mid-unit interventions, and continue or complete core instruction.

Introduce students to learning targets, and begin core instruction (including checks for understanding and differentiation).

ALL students move on to the next essential student learning outcome(s).

Respond

Give CSA

Prevent

Give CFA

Teach

Prevention Loop

Take Action, 2018
With all these assessments, when do we teach?
● Promote equity for students
● Ensure a guaranteed and viable curriculum is being taught and learned
● Inform the practice of individual teachers
● Facilitate a systemic response to students who haven’t learned
● Most powerful tool for changing adult behavior and practice

But, why??

Learning by Doing, 2016
Common Misunderstandings about Formative Assessments and/or CFAs

- It is an event or test
- Content of an assessment or when it takes place determines whether it is formative
- Tool for determining when students need intervention only
What does a CFA look like?
Before Creating the Assessment

What does proficiency look like?

knowledge

skills

dispositions
What do we want students to learn? determines the assessment

How will we know they learned? analyze assessment data

What will we do when they haven’t learned? plan based on data, by student by standard

What will we do when they have learned?

Resources: Learning By Doing; Simplifying Common Assessment; Mathematics Assessment & Intervention in a PLC at Work; and 5 Key Strategies for Effective Formative Assessment
Common Summative Assessments

Created by teacher teams
Given at the end of unit
Pulls targets back together to the standards and assesses the total standard
Data is used to create Tier 2 Intervention groups
Students should be able to reassess once they have completed an intervention cycle
Aligning Instruction and Assessment

- Identify units of study
- Develop Assessments (CSA then CFA)
- Develop Pacing Guides
- Pull Resources
- Plan for Tier II Intervention and Extension
<table>
<thead>
<tr>
<th>Learning Target 3: I can convert ratios to percents.</th>
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- **0:** Insufficient assessment data exists to make a fair evaluation of student performance expectations.
- **1:** Minimal understanding and does not meet grade-level standards. Performance is inconsistent even with guidance and support.
- **2:** Shows mastery of some grade-level standards. The student grasps and applies some of the key concepts, processes, and skills with limited errors.
- **3:** Shows mastery of grade-level standards. Consistently grasps and applies key concepts, processes, and skills with limited errors.
- **4:** Shows mastery with excellence, of the standards with ease and consistency. Applies and extends the key concepts, processes, and skills of the grade level.

Jonas took a Science test with 40 questions and he answered 35 questions correctly. In order to get a B, she needs to answer at least 80% of the questions correctly.

- Jonas scored a 90% on his test. Yes, he scored at least 80%.

Did Jonas get an B on this test? Explain.

- Yes, Jonas got an B on his test. Because 28 is more than 80.

How many questions would Jonas need to answer correctly in order to get a 90%, which is an A?

- Jonas needs to answer **36** correctly out of 40 to get a 90%.
For lunch, you order a Taco 10 Pack and you eat 5 of the tacos. The taco box says that the serving size is 2 tacos and there are 300 calories per serving.

A. How many calories did you eat?

I ate 1500 calories.

\[ \frac{300 \times 5}{2} = 750 \]

B. Using your answer from Part A, what percent of your daily calories did you have if you are limiting your daily intake to 2000 calories?

The percent is 37.5%.

\[ \frac{750}{2000} = 0.375 = 37.5\% \]

How is $200 reduced by 40% different from 40% of $200? Justify your answer using words or a representation to model the two situations.

$200 reduced by 40% is more like (-).

40% of $200 is more like (+).
The conversion rates between kilograms and pounds are:

1 kg = 2.2 lbs
1 lb = 0.454 kg

a. How many kilograms is a backpack that weighs 6 pounds? Show how you arrive at your answer.

There are 12.5 kilograms in the backpack.

\[ \frac{12.5}{1} = \frac{22}{10} \]

b. How many pounds is a cat that weighs 11 kilograms? Show how you arrive at your answer.

The cat is 24.2 pounds if it weighs

\[ \frac{24.2}{1} = \frac{45}{10} \]

Malik is using a cookbook to make a recipe, but he cannot find his measuring cups! He has, however, found a tablespoon. Inside the back cover of the cookbook, it says that 1 cup = 16 tablespoons.

Explain how he could use the tablespoon to measure out the following ingredients:

a. 1/2 cup sunflower seeds

\[ \frac{1}{2} \] or 16 tablespoons is \( \frac{1}{2} \). I know that because \( \frac{1}{2} \) plus \( \frac{1}{2} \) is 1.

b. 1 1/4 cup of oatmeal

1 is 16 tablespoons. \( \frac{1}{4} \) is \( \frac{4}{16} \) tablespoons, which is \( \frac{1}{4} \) tablespoon.

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6th Grade Math
Page 3
Focusing on Feedback

Teacher

- Two types of responses to assessments:
  1. Corrective Instruction
  2. Intervention
- Timely, specific, and guides
Focusing on Feedback

Student

• “[...I] the engagement of students throughout the assessment process not only raises student achievement, but also powerfully propels students to own their learning.”

• “Students who are clear on their strengths and areas of need are more likely to believe in their potential to develop their abilities and continually improve.”
  -Dweck, 2008
Reflection Example

3rd Grade Math
Tracking Example

Properties of Operations

- I have mastered this skill:
  - 100%
  - 95%
  - 90%
  - 85%
  - 80%
- I need a little more practice on this skill:
  - 75%
  - 70%
  - 65%
  - 60%
  - 55%
- I need a lot more practice on this skill:
  - 50%
  - 45%
  - 40%
  - 35%
  - 30%
- I need to re-learn this skill:
  - 25%
  - 20%
  - 15%
  - 10%
  - 5%

Learning Targets: LT #16, LT #17, LT #18, LT #19, LT #20

Key:
- CFA
- CSA
- Extra Try 01
- Extra Try 02

3rd Grade Math
Grading

• You don’t have to grade everything
• We never average
• Redos after intervention are important
• We only count the latest attempt toward proficiency
• We only record and report CFA and CSA data
• Our grading scale is balanced
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