

Making Assessment Work
For Educators Who Hate Data
but Love Kids

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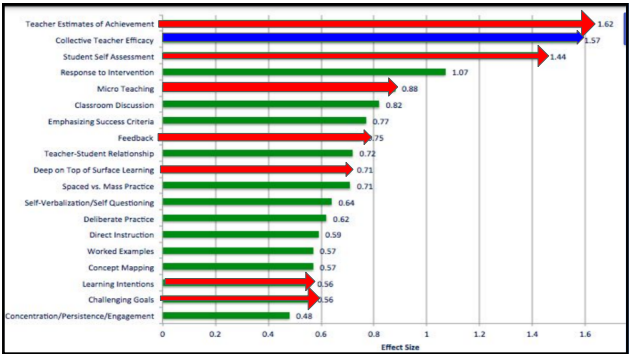



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The Roadmap

1. Priority (Power) Standards
2. Map the Standards
3. Build Progressions (rubrics)
4. Design Assessments
5. Create Report Cards
6. Revise and Review
7. Retakes, Redos, Timelines
8. Design Pathways
9. Align Instruction
10. Revise and Review



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Am I healthy?



6

Is he healthy?



7

Is he healthier?



8

What data determines academic health?

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What does a B- mean?

What does a C mean?

What does a "3" mean?

What does "DV" mean?

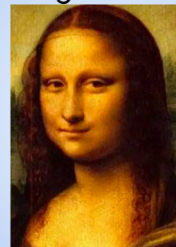
What does "proficient" mean?

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1N73LL1G3NCE
15 7H3
4B1L17Y
70 4D4P7 70
CH4NG3.
-573PH3N H4WK1NG

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Assessment is the ART of measuring internal knowledge with an external tool.



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An assessment is neither valid nor invalid;
only our interpretations are.



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Period	Subject	1st Marking Period	2nd Marking Period	3rd Marking Period	4th Marking Period
1st hr	Language Arts	B+	C-	C	
2nd hr	Social Studies	A	A	B+	
3rd hr	Math	C-	B-	B+	
4th hr	P.E.	A	A	A	
5th hr	Art	A	A	A	
6th hr	Science	A-	B+	A-	

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Standard: Students will be able to solve multiplication problems from 1-100 without prompting

- Johnny memorizes his math facts and gets 75 out of 100 correct on a test. He did no homework. He participates actively in class.
- Susie takes twice as long to complete the test because she writes out every problem. She gets 85 out of 100. She did no homework and never actively participates in class.
- Hector scores a 62 out of 100 on the test. He has memorized his facts 0-9 but writes out two digit problems. He has completed EVERY homework assignment and tries hard in class.

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A Metaphor: What if...



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#LastingLearnin

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6th grade (Common Core- USA):

257 total standards (core subjects)

1431 if we include special areas (art, music, PE)

<p>6-EE</p> <p>Understand and apply the properties of exponents to manipulate and solve problems with integers, rational numbers, and real numbers.</p>	<p>6-EE</p> <p>Understand and apply the properties of exponents to manipulate and solve problems with integers, rational numbers, and real numbers.</p>	<p>6-EE</p> <p>Understand and apply the properties of exponents to manipulate and solve problems with integers, rational numbers, and real numbers.</p>	<p>6-EE</p> <p>Understand and apply the properties of exponents to manipulate and solve problems with integers, rational numbers, and real numbers.</p>	<p>6-EE</p> <p>Understand and apply the properties of exponents to manipulate and solve problems with integers, rational numbers, and real numbers.</p>
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Master a standard every .7 days !?!

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<https://schmittou.net/presentation-training-resources/>




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How do you decide?

1 pt for leverage
1 pt for endurance
1 pt for every Blooms** level!

- 1- Recall
- 2- Understanding
- 3- Application
- 4- Analysis
- 5- Synthesis
- 6- Evaluation
- 7- Creation
- 8- Reflection




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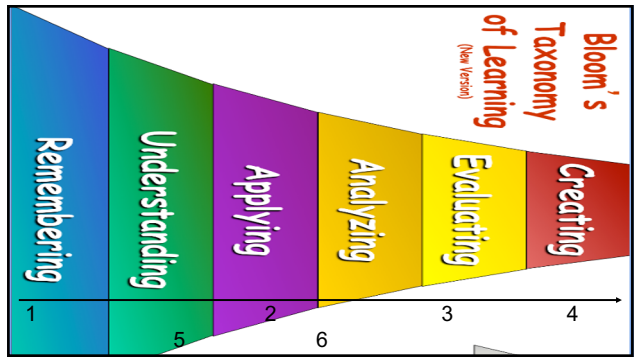
Standard: _____

Use the content students need to know (domains/objects of the standard) along the left column of the below chart. Identify the work of the standard and then determine your level 3 proficiency level on the standard. Levels "1" and "2" become lower level skills on Blooms. Level "4" is a higher order skill on Blooms. This rubric should not be TASK dependent, but should help assess LEARNING.

	1 (Not quite)	2 (almost)	3 (got it)	4 (advanced)



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	1 (not quite)	2 (almost)	3 (got it)	4 (advanced)

	1 (Not Quite)	2 (Almost)	3 (Got It)	4 (advanced)

	1 (Not Quite)	2 (Almost)	3 (Got It)	4 (advanced)
Balance	RECALL...	UNDERSTAND	APPLY...	
Coveration	RECALL...	UNDERSTAND	APPLY...	
Group member skills	RECALL...	UNDERSTAND	APPLY...	
Deceitly	RECALL...	UNDERSTAND	APPLY...	

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Level 1: Solve the equation $x + 9 = 12$

Level 2: $3x - 7 = 10$

Level 3: The table shows consecutive numbers in 12. What are these numbers? Write and solve an equation.

Level 4: Write an equation for the situation. Be sure to define your variables.

Level 5: How long was the first part of the McGraw-Hill trip?

Level 6: How long was the second part of the McGraw-Hill trip?

Level 4: Multi-Step Equations

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Essential Concept	Key Learnings Rubric (7th)			
	Not yet 1	Getting there 2	You got it 3	Advanced 4
LITERATURE	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of theme, setting, or plot.	Analyze how a drama's or poem's form or structure (soliloquy, sonnet) contributes to its meaning.	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning.
INFORMATIONAL	Compare and contrast the overall structure (chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a nonfiction text.	Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a nonfiction text and contributes to the development of the ideas.	Analyze the structure an author uses to organize a nonfiction text, including how the major sections contribute to the whole and to the development of the ideas.	Analyze in detail the structure of a specific nonfiction text, including the role of particular sentences in developing and refining a key concept.
WRITING	With guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With SOME guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	With SOME guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	With SOME guidance and support, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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ECONOMICS	1	2	3	4	5	6	7	8
Learning Target: Students will understand the elements of Trade	Student can define essential elements of trade	Student can explain why specific resources are traded from one region to another	Students can demonstrate which element of trade is needed in a given situation	Students can compare the impact of different elements of trade in a given situation	Students can synthesize multiple trading systems to find common elements	Students can evaluate which trade models are most effective	Students can create a trade proposal between two entities	Students can reflect upon the trade proposal's feasibility
Learning Target: Students will understand the elements of designated Models/Theories of economics	Student can define multiple economic systems	Student can distinguish between economic systems in the real world	Students can demonstrate how different economic models would work for a given situation	Students can analyze different economic models being practiced in the world	Students can synthesize multiple economic models to find common elements	Students can evaluate different economic models to determine which entity may be more effective.	Students can refine existing economic models to create a new model.	Students can reflect upon their model to decide if it would work in practice
Learning Target: Students will understand the elements of Micro (general) Economics	Student can identify the basic needs of people	Student can explain the law of supply and demand	Student can apply the law of supply and demand for a given situation	Students can analyze the economic factors that impact an individual	Students can combine economic factors to explain why individual budgets are necessary	Students can evaluate personal budgets.	Students can create personal budgets.	Students can refine personal budgets.
Learning Target: Students will understand the elements of Macro economics	Student can identify macro economics terminology	Student can explain why a specific region or place may import certain goods and export others	Students can predict which job types will exist in a given region	Student can analyze various economic systems and determine that impact on industries and individuals	Students can combine economic factors to explain why governments need to enact economic policies	Students can evaluate how government policies impact different areas of the economy	Students can create a government policy to encourage economic growth in a region.	Students can refine a policy meant to encourage economic growth in a region.

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Pre-test or Post-test:
What matters more?

Formative or Summative:
What is the difference?

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Momentum Matters

SIX QUESTION ON THE CURRENT WEEK'S CONTENT (PRESENT)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

TWO QUESTION ON PREVIOUS CONTENT (PAST)

- 7.
- 8.

TWO QUESTIONS ON NEXT WEEK'S CONTENT (FUTURE)

- 9.
- 10.

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Frequency Matters

● Effective
● Highly Effective

1 ●	5 ●	9 ●
2 ●	6 ●	10 ●
3 ●	7 ●	11 ●
4 ●	8 ●	12 ●

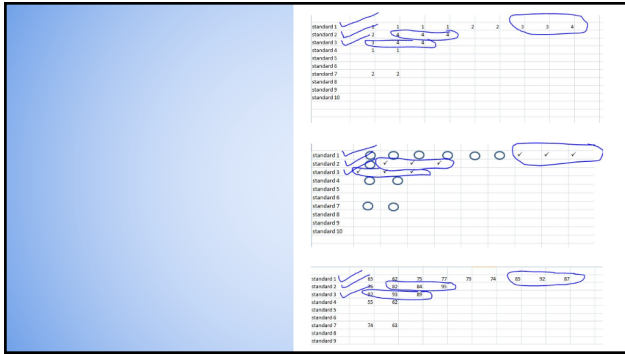
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Consistency Matters

● Effective
● Highly Effective

1 ●	5 ●	9 ●
2 ●	6 ●	10 ●
3 ●	7 ●	11 ●
4 ●	8 ●	12 ●

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Who do you want packing your parachute?

- Student A: 95, 75, 82, 45, 35, 40,
- Student B: 62, 62, 62, 62, 62, 62
- Student C: 40, 35, 45, 82, 75, 95

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Let's practice....

"Students will be able to ride a bike independently."

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Standard:

"Students will be able to ride a bike independently."

List the content students need to know (nouns/objects of the standard) along the left column of the below chart. Identify the verb of the standard and this becomes your level 3/proficient level of the standard. Levels "1" and "2" become lower level skills on Blooms. Level "4" is a higher order skill on Blooms. This rubric should not be TASK dependent, but should help assess LEARNING.

	1(Not quite)	2(almost)	3(got it)	4(advanced)
Balance	FREQUENCY OR DEPTH....			The next grade level or skill level
Coordination				
Momentum				
			Can maintain an upright position for one minute	
			Can pedal and steer independent of assistance	
			Can start and stop freely	

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Thank You

Questions, Comments, Connections...come on down

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