Achieving CCRS with Formative Assessment

Barbara Jones & Sandy Chang

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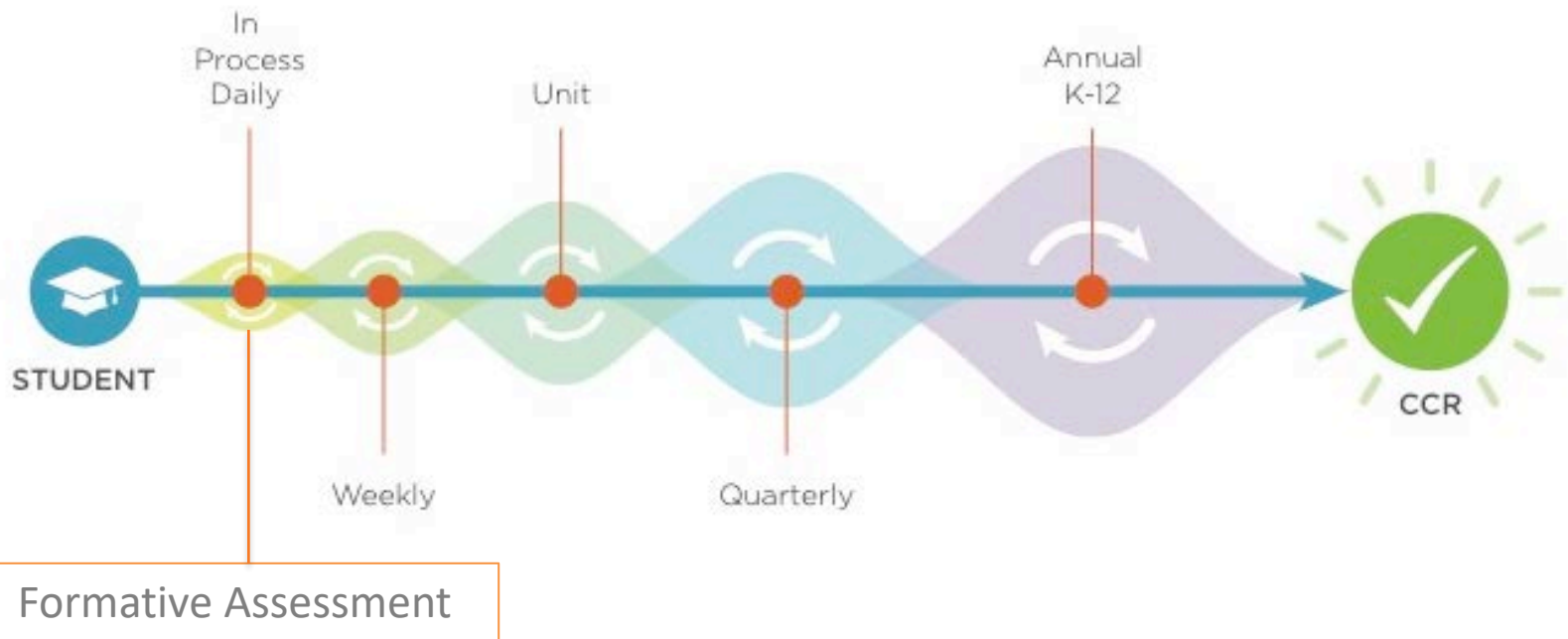
Coherent Assessment Systems: Where is Formative Assessment?

Formative Assessment Definition

"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes."

The Council of Chief State School Officers (CCSSO)

Formative Assessment Process

1. Understand learning progressions

2. Establish Learning Goals and Success Criteria

3. Share Learning Goals and Success Criteria with students

4. Elicit evidence of learning during the lesson

5. Interpret the evidence

6. Take pedagogical action

7. Involve students in the process through peer and self-assessment

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Formative Assessment: Iterative Cycle
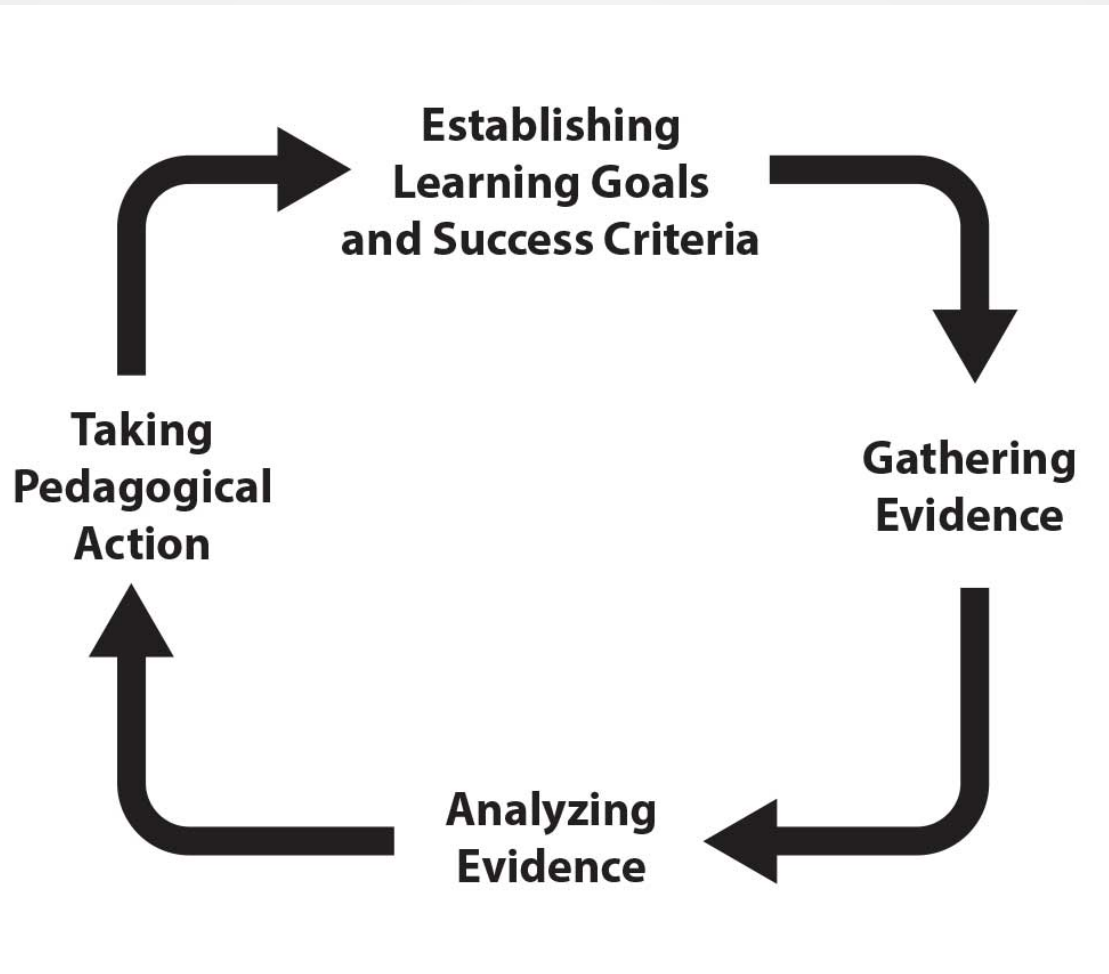
CSAI-Developed Curriculum & Instruction Resources - Overview

User Guide for Education Leaders

FROM THE COLLEGE AND CAREER READY STANDARDS
TO TEACHING AND LEARNING IN THE CLASSROOM:
A SERIES OF RESOURCES FOR TEACHERS

CSAI-DEVELOPED CURRICULUM AND INSTRUCTION RESOURCES

USER GUIDE FOR EDUCATION LEADERS

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The findings and opinions expressed in this publication are those of the authors and do not necessarily reflect the positions or policies of CRESST, WestEd, or the U.S. Department of Education.

Supports education leaders to:

- Select the right resources for teachers

- Design effective professional learning

- Lead professional learning

- Provide support over time

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Select the Right Resources for Teachers (p. 2)

Resource title	Content focus	Use this resource if ...
Fundamentals of Learning	Provides a framework which outlines three essential components of learning that underpin classroom practice for K-12 students' attainment of CCRS. These elements are: (1) Making Meaning (2) Participating and Contributing (3) Managing Learning Detailed illustrations of what the three components look like during teaching and learning are provided. This is a useful resource for reflecting on current practice and considering core instructional practices that address these Fundamentals.	• Educators could benefit from examining key ideas in contemporary learning theory and research and what learning theory and research look like in practice. • It would be useful for teachers to reflect on which of these practices need to be developed or extended in their own classrooms in the context of CCRS. • Teachers could benefit from learning more about the role of students as learners.

Planning for Implementation (p. 5)

- Align learning outcomes to teacher needs

- Clarify expectations on use of materials

- Identify follow-up implementation: how and when

- Ensure work is aligned with instructional and learning goals

- Outline structures for ongoing dialogue to support this work

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Leading Professional Learning with the CSAI Resources (p. 6)

- Consider each resource independently

- Capitalize on instructional leaders and content experts

- Build in time for ongoing reflection

- Use the protocols and processes

- Consider both existing and new structures for collaborative dialogue

Evaluate, Document, and Celebrate Changes in Instructional Practice (p. 8)

- Provide additional opportunities for school leaders to learn how to support teachers implementing resources

- Use the existing teacher evaluation model to recognize teacher progress

- Visit classrooms and talk with teachers and students

- Share observations at faculty meetings

- Create multiple opportunities for teachers to share their progress

- Routinely seek information from teachers about what support they need

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CSAI RESOURCES

Lesson Planning with Formative Assessment

In general, what are your districts (in your states) using for curriculum and instruction?
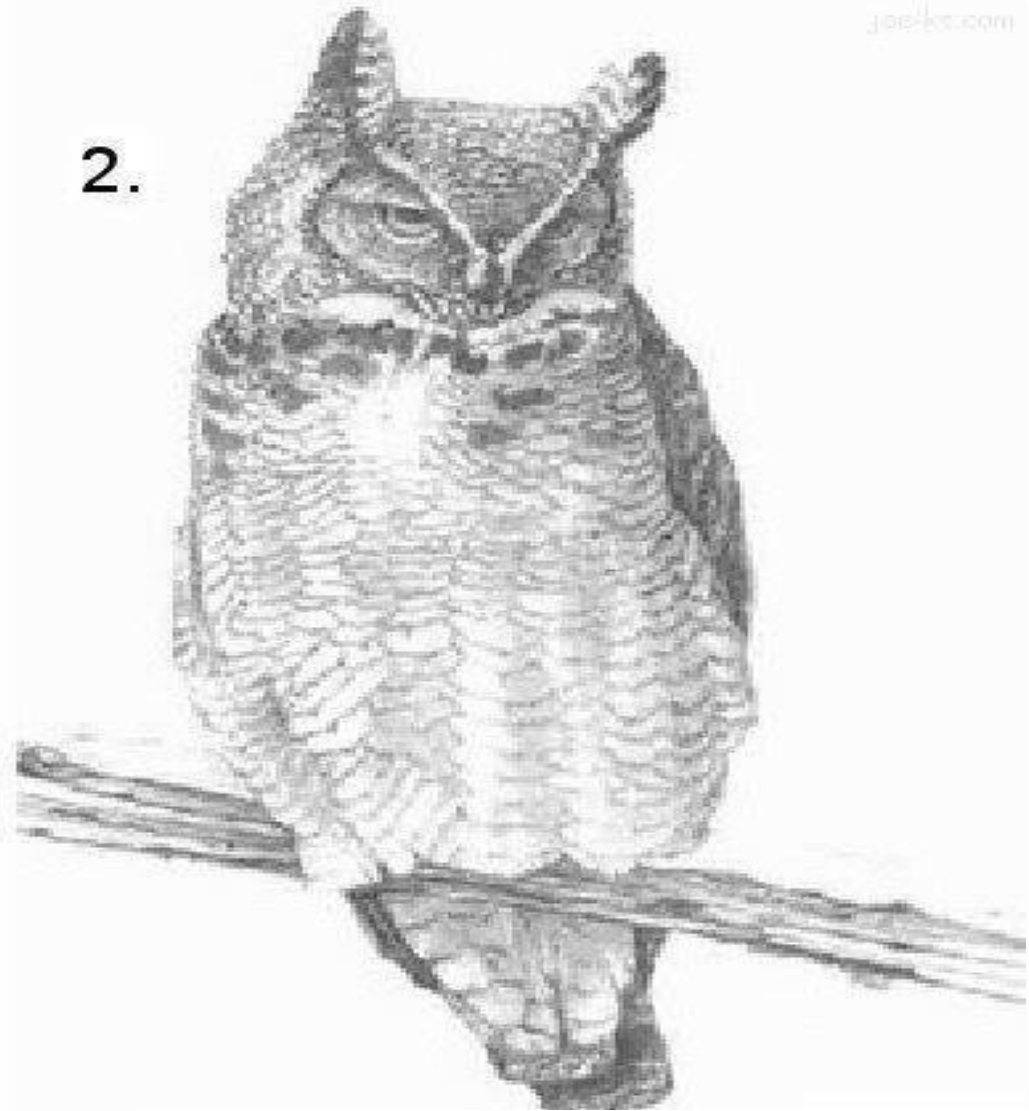
- ❑ Textbook/published curriculum

- ❑ Open educational resources (OER; e.g., EngageNY)

- ❑ District/school developed

- ❑ Other

How to teach the CCRS

1.

2.

1. **Pick some standards**

2. **Teach a lesson**

CSAI Resource Continuum

FUNDAMENTALS OF LEARNING

ANALYZE THE STANDARDS

YEAR LONG PLAN

BUILDING BLOCKS

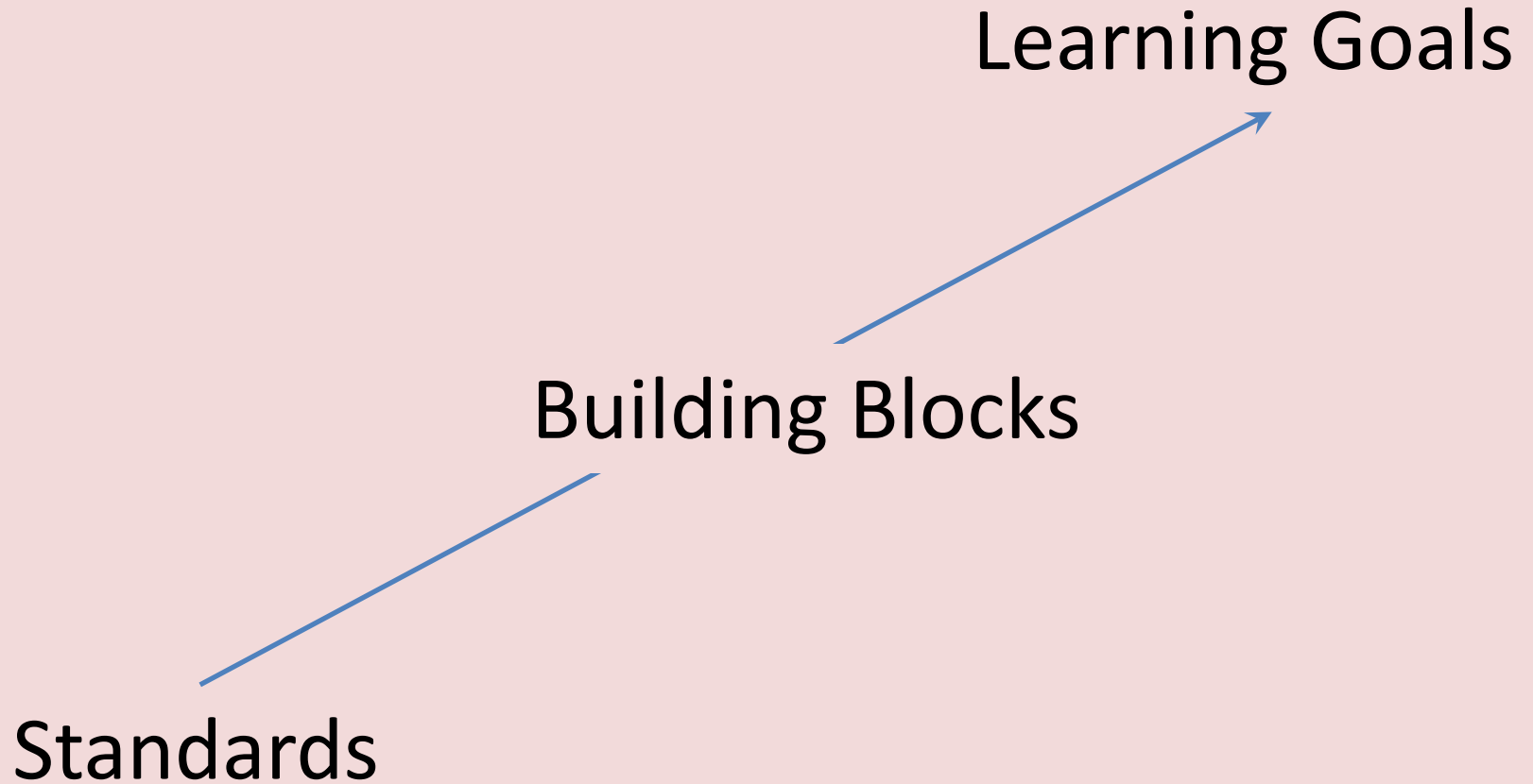LESSON DEVELOPMENT

LESSON REVIEW

STUDENT LEARNING OF CCRS

4 Guiding Questions

…on student learning that formative assessment answers

- **Where do students need to go?**

- **How will students get there?**

- **Where are students now?**

- **How will they be supported?**

#1 **Where are students going?**

Learning Goals

Building Blocks

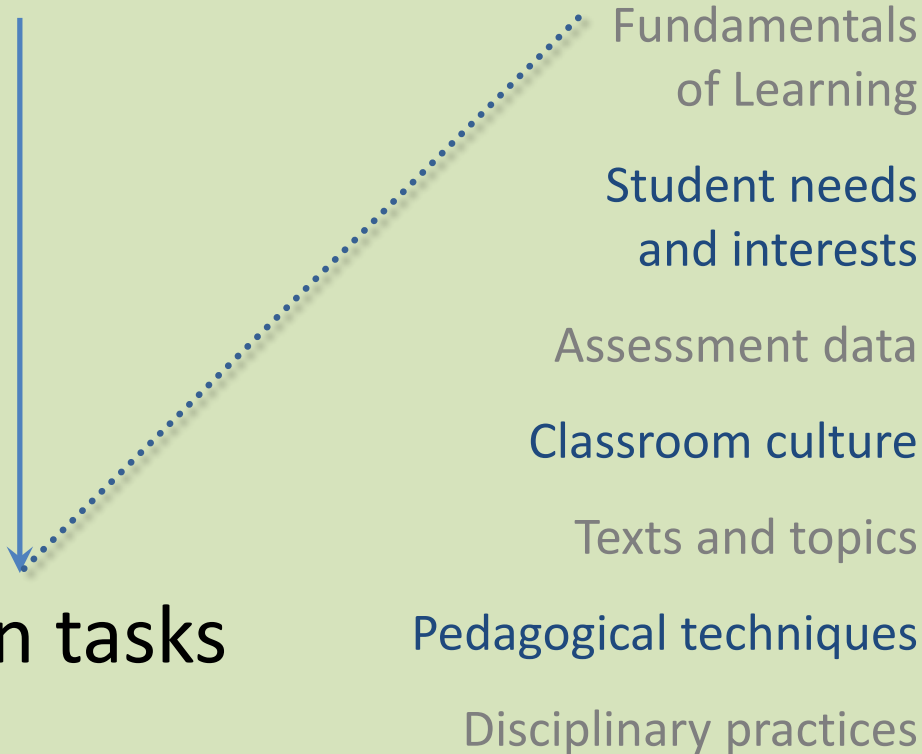Standards

#2 **How will students get there?**

Learning Goals → Success Criteria

Context

Lesson tasks

Fundamentals of Learning

Student needs and interests

Assessment data

Classroom culture

Texts and topics

Pedagogical techniques

Disciplinary practices

#3 Where are students now?

Lesson tasks ···································· Evidence-gathering opportunities

|
|

Implement tasks

- Student work
- Classroom talk
- Peer and self-assessment
- Participant structures

Collect evidence

↓

Interpret evidence

#4 **How will students be supported?**

Anticipate student responses

Learning progressions

Levels of prior knowledge

Language demands and opportunities

Pedagogical action
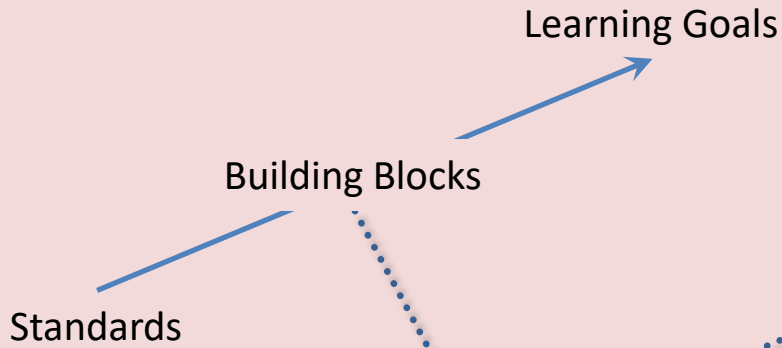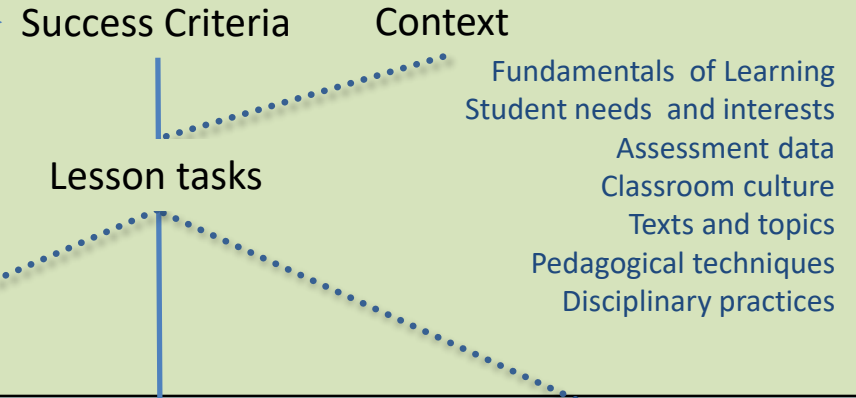
Provide feedback

Model

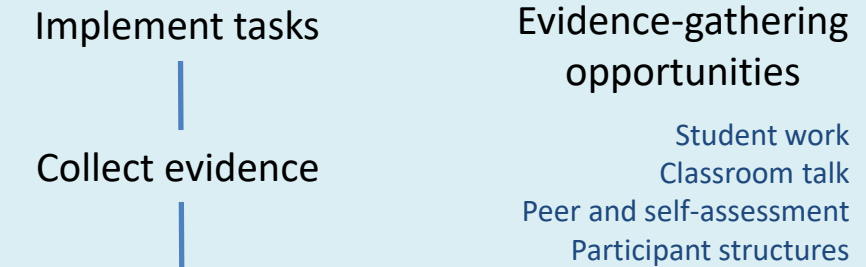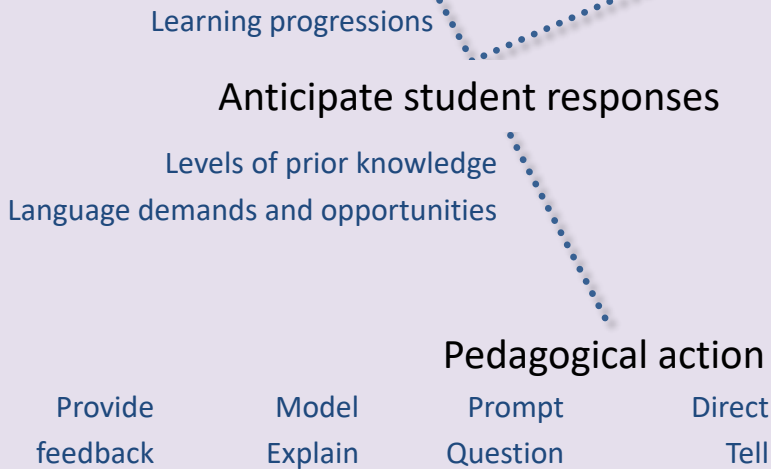Explain

Prompt

Question

Direct

Tell

#1 **Where are students going?**

#2 **How will students get there?**

Learning Goals → Success Criteria   Context

Fundamentals of Learning
Student needs and interests
Assessment data
Classroom culture
Texts and topics
Pedagogical techniques
Disciplinary practices

Building Blocks

Lesson tasks

Standards

Learning progressions

Anticipate student responses

Levels of prior knowledge
Language demands and opportunities

Implement tasks

Evidence-gathering opportunities

Student work
Classroom talk
Peer and self-assessment
Participant structures

Collect evidence

Pedagogical action ← Interpret evidence

| Provide | Model | Prompt | Direct |
| feedback | Explain | Question | Tell |

#4 **How will students be supported?**

#3 **Where are students now?**

Success Criteria met

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CSAI RESOURCES

Lesson Review with Formative Assessment

CSAI Resource Continuum

4 Steps

4 Steps to Lesson Review using Formative Assessment

Where do students need to go?	1. Review standards and identify Learning Goals.
How will students get there?	2. Match Success Criteria and tasks.
Where are students now?	3. Identify evidence-gathering opportunities.
How will they be supported?	4. Anticipate student responses. Plan for pedagogical action.

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STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

- Find focus standards

Title/Author: *Two Bobbies: A True Story of Hurricane Katrina, Friendship, and Survival* by Kirby Larson and Mary Nethery; illustrated by Jean Cassels

Suggested Time to Spend: 4 Days   (Recommendation: two sessions per day, at least 20 minutes per day)

Common Core grade-level ELA/Literacy Standards: RL.1.1, RL.1.2, RL.1.3, RL.1.4, RL.1.7, RL.1.9; W.1.2, W.1.8, SL.1.1, SL.1.2; L.1.1, L.1.2, L.1.4

Step 1	Where do students need to go?	Review standards and identify Learning Goals.

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

- Find focus standards

  ✓ 1-2 standards in any given lesson that teachers can directly teach and assess

- Determine Building Blocks (based on focus standards)

- Identify Learning Goals of the lesson

Step 2	How will students get there?	Match Success Criteria and tasks.

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

- Identify Success Criteria

  ✓ May be already embedded within the task descriptions

- Tasks

  ✓ Connect Success Criteria and tasks

  ✓ Check for logical sequence of tasks

  ✓ May include a culminating task

STANDARD → BUILDING BLOCKS → LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS

	LEARNING GOALS	SUCCESS CRITERIA	TASKS
ELA example	Understand character change	• Find the event that made the character think and act differently • Use evidence from the text to show how the character thought and acted before and after the event	Fill in a graphic organizer with 2-3 examples on character change
Math example	Apply prior knowledge and skills (e.g., algebraic equations, ratios) to solve a real-world modeling problem	• Note the needed information found in the problem you will use in your solution (notes can be underlining, drawing, a table, a list, etc.) • Find an appropriate procedure to solve the problem • Check the accuracy of your calculations	Explain your solution to the problem presented in the worksheet Sharing Gasoline Costs

Step 3	Where are students now?	Identify evidence-gathering opportunities.

LEARNING GOALS + SUCCESS CRITERIA ⬌ TASKS ⬌ EVIDENCE-GATHERING OPPORTUNITIES

- Every task should provide evidence about student learning

- Identify the logical stopping points during the lesson to gauge student understanding

- 3 general categories of evidence-gathering opportunities:

  - ✓ Classroom talk

  - ✓ Student work

  - ✓ Peer and self-assessment

- Participant structures provide for opportunities to generate different kinds of evidence

LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS ⇔ EVIDENCE-GATHERING OPPORTUNITIES

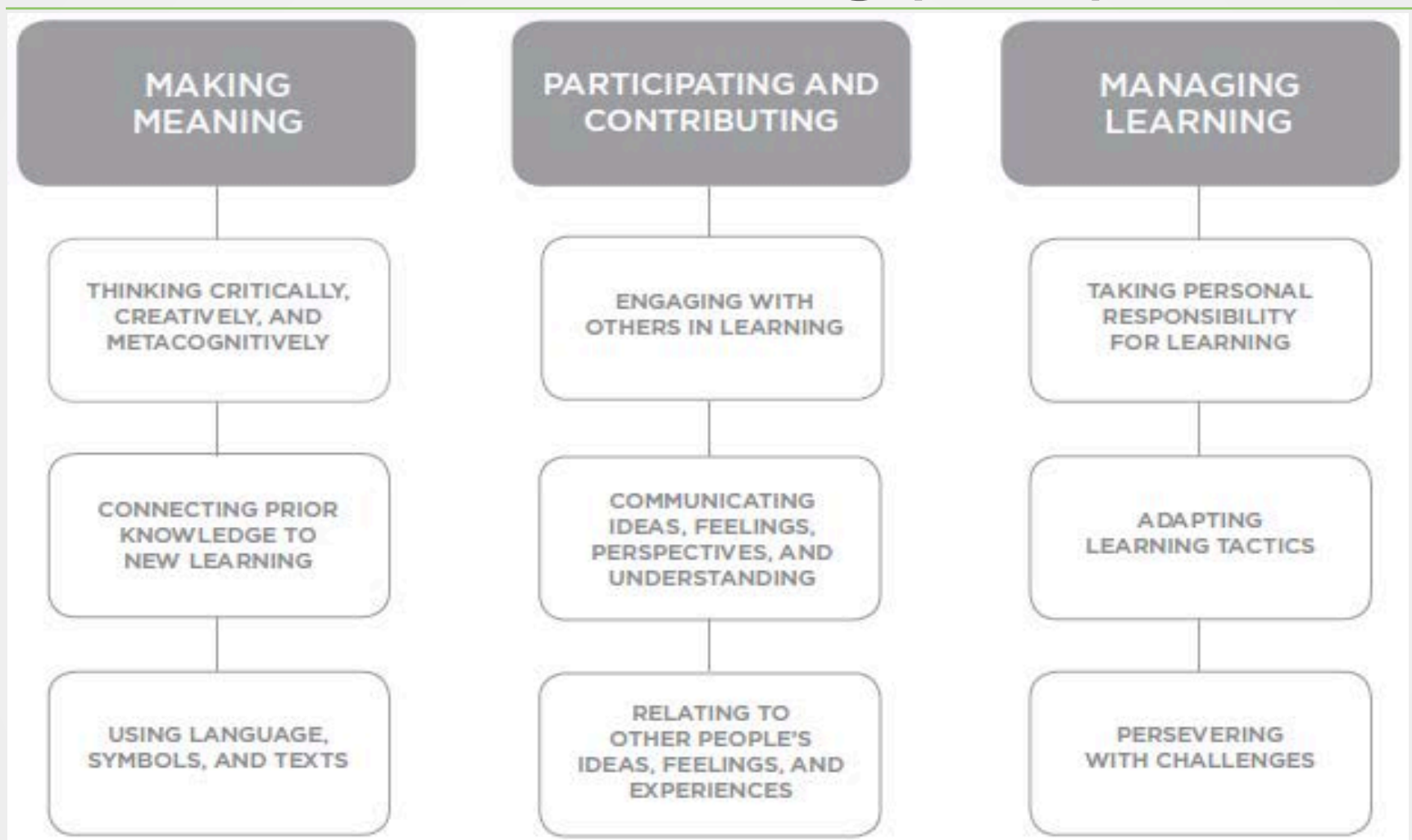|		Evidence-Gathering Opportunities		
		Classroom Talk	**Student Work**	**Peer and Self-Assessment**
Participant Structures	**Independent**	Student-teacher conference	Written response, essay, math solution	Thumbs up/down, exit ticket, reflection journal, goal setting
	Pair	Turn & talk, peer conference, teacher and peer questioning, pair share	Oral presentation, work plan	Peer conference using rubric, peer editing
	Small Group	Teacher and peer questioning, discussion, share work	Written response, group presentation, jigsaw	Carousel, group presentation feedback
	Whole Class	Teacher & peer questioning, classroom discussion	Class play, 4 corners, class debate	Gallery walk, parking lot

LEARNING GOALS + SUCCESS CRITERIA ⇔ TASKS ⇔ E.G.O. → PEDAGOGICAL ACTION

- Thinking about the lesson in relation to students' progress:
  - ✓ Prior knowledge
  - ✓ Common challenges and misconceptions
  - ✓ Language demands
- Plan for pedagogical action:
  - ✓ Continue or stop the lesson
  - ✓ Give feedback, review, model, provide examples, tell, explain, direct

Fundamentals of Learning (FoLs)

MAKING MEANING

- THINKING CRITICALLY, CREATIVELY, AND METACOGNITIVELY
- CONNECTING PRIOR KNOWLEDGE TO NEW LEARNING
- USING LANGUAGE, SYMBOLS, AND TEXTS

PARTICIPATING AND CONTRIBUTING

- ENGAGING WITH OTHERS IN LEARNING
- COMMUNICATING IDEAS, FEELINGS, PERSPECTIVES, AND UNDERSTANDING
- RELATING TO OTHER PEOPLE'S IDEAS, FEELINGS, AND EXPERIENCES

MANAGING LEARNING

- TAKING PERSONAL RESPONSIBILITY FOR LEARNING
- ADAPTING LEARNING TACTICS
- PERSEVERING WITH CHALLENGES

Integrating Formative Assessment with FOLs

	Where do students need to go?	How will students get there?	Where are students now?	How will students be supported?
	Standards & Learning Goals	**Tasks & Success Criteria**	**Evidence-Gathering Opportunities**	**Pedagogical Actions**
Making Meaning	• connect new and prior learning • reflect learning progressions within and across standards that lead to deeper learning	• integrate assessment and instruction • inspire inquiry and new ideas	• encourage students to use reason and justify thoughts	• allow for time to think • adjust the lesson in response to students' understanding
Participating & Contributing	• invite diverse perspectives	• invite students to share interests and experiences • sustain extended discourse	• foster collaboration and support multiple participant structures • invite questions, contributions, and suggestions	• show teachers as learners through modeling
Managing Learning	• present relevant and interesting issues for students to tackle with useful inquiry	• are dynamic, flexible, and challenging	• engage students in monitoring their own learning in relation to Success Criteria • encourage risk taking and perseverance by valuing mistakes	• are responsive to evidence of student learning • include timely and specific feedback to students

Given where your states are in regards to curriculum and daily instruction, what are your most important priorities?

- Who in your states would be the primary audience for the resources?

- How would you reach these audiences?

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For CSAI resources:
csai-online.org/collection/1505
CSAI-Developed Curriculum and Instruction Resources

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CSAI-Developed Curriculum and Instruction Resources

CSAI has developed a series of resources to assist teachers and those who support teachers to plan teaching and learning of College and Career Ready Standards (CCRS) for all students. The resource series shown in this collection addresses key shifts in learning represented in the CCRS and is drawn from leading theory and research about learning and formative assessment. These resources continue to be enhanced based on user feedback.

CONTENTS

Curriculum and Instruction Resources:
Mathematics and ELA

Curriculum and Instruction Resources:
Mathematics

Curriculum and Instruction Resources: ELA

Curriculum and Instruction Resources: Mathematics and ELA

Collapse ∧

These resources are applicable to both mathematics and ELA content areas. They illustrate important classroom contexts for student learning and processes to help teachers gain a deeper understanding of the new standards.

Fundamentals of Learning (FOL)

Getting a Handle on the Standards

Curriculum and Instruction Resources: Mathematics

Collapse ∧

These resources guide teachers in planning instruction in mathematics. Topics include:

- How to create a yearlong plan from grade-level standards
- How to move from standards to lesson-sized learning goals
- How to integrate formative assessment into daily teaching and learning

What's Learned First, What's Learned Together? Developing a Yearlong Plan from the K–8 College and Career Ready Standards for Mathematical Content

Building Blocks, Learning Goals, and Success Criteria: Planning Instruction and Formative Assessment for Math Standards