

Aligning Assessments to the Common Core State Standards



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On the Agenda



- Formative vs. Summative Assessments
- Common Core State Standards
- Revised Bloom's Taxonomy
- Processes & Templates for Designing Formative Assessments
- Web Tools for Delivering Formative Assessments

How often do you...



1. Give end-of-chapter tests, unit tests, vocabulary quizzes, etc.
2. Record the grades.
3. Return the papers.
4. Move on.



Formative vs. Summative Assessments



Summative

- Assessment *of* learning
- Used to assign a grade
- After instruction
- Autopsy

Formative

- Assessment *for* learning
- Used to drive instruction
- Ongoing
- Check-Up

What are formative assessments?



Formative assessments
are...

- Ongoing
- Informative
- Based on student learning outcomes
- For students, teachers, and parents
- Formal or informal
- Designed to drive instruction

Examples:

- Exit ticket / Ticket out the door
- Thumbs up or down
- Pre-test
- Progress monitoring



Whether an assessment is
formative or summative
depends on what the teacher
does afterwards!!

What do the CCSS have to say about assessment?



“The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.”

<http://corestandards.org/about-the-standards/key-points-in-mathematics>

Curriculum Spiral Map

Grade Specific Standards for: Reading Literature Anchor Standard 3

Objective	CCR Reading Literature Anchor Standard 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
Grade level	
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
Grades 11-12 Students:	
RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Grades 9-10 Students:	
RL.8.3	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Grade 8 Students:	
RL.7.3	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Grade 7 Students:	
RL.6.3	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
Grade 6 Students:	
RL.5.3	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Grade 5 Students:	

RL.5.3 Grade 5 Students:	Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
RL.4.3 Grade 4 Students:	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
RL.3.3 Grade 3 Students:	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
RL.2.3 Grade 2 Students:	Describe how characters in a story respond to major events and challenges.
RL.1.3 Grade 1 Students:	Describe characters, settings, and major events in a story, using key details.
RL.K.3 Grade K Students:	With prompting and support, identify characters, settings, and major events in a story.

Six Instructional Shifts in CCSS for ELA



1. PreK-5 balancing informational and literary text
2. 6-12 knowledge in the disciplines
3. Staircase of complexity
4. Text-based questions and answers
5. Writing from sources
6. Academic vocabulary

Six Instructional Shifts in CCSS for Math



1. Focus strongly where the Standards focus
2. Coherence across and within grades
3. Fluency with procedural skills
4. Deep understanding of key concepts
5. Application flexibly within context
6. Dual intensity with practicing and understanding

Assessment to Meet the CCSS for ELA



- **Increasing levels of text complexity**
 - Students can't do the complex work required by the CCSS by reading only low-level texts
 - Assessments are needed to identify students' reading level
 - Work across grade levels to deliberately move students up levels of text complexity
- **Collect student work and compare with CCSS Anchor Standards – Identify strengths and areas to improve**
 - Use exemplars provided by authors of CCSS
- **Ongoing formative assessments to measure progress toward CCSS outcomes**

Revised Bloom's Taxonomy



- Pay attention not just to content of each standard but also to the verbs
- Verbs tell you what students need to be able to do with the content
- Types of Knowledge and Cognitive Processes
- A helpful process: Taxonomy table
 - 7.SP.8c - Design and use a simulation to generate frequencies for compound events.

Assessment Planning



- Assessment planning [template](#)
- Think about:
 - What type of knowledge and cognitive process are required?
 - What are the key concepts and big ideas?
 - What essential questions will help you and your students focus on the key concepts and big ideas?
- Create daily and weekly formative assessment items and final summative assessment items for each topic of study

Time for Q & A



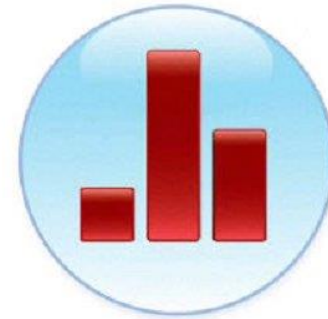
**UP NEXT:
TECHNOLOGY-BASED FORMATIVE
ASSESSMENTS**

Tech-Based Formative Assessments

- Quick & easy to:
 - Create
 - Deliver
 - Analyze data
 - Share results with stakeholders
 - Adjust instruction
- Create and implement on any device



My Favorite Tools for Formative Assessments



Poll Everywhere



Google™ Docs



Socrative



- Lots of capability
- Works across devices
- Self-paced quizzes, exit tickets, and quiz games
- Stand-alone multiple-choice, true/false, or short answer questions
- Students respond using a computer, tablet, or phone
- Report generated immediately following each assessment
- Great ideas in the Socrative Garden

Poll Everywhere



- Allows you to poll the audience with multiple-choice or open-ended questions
- Students can respond via SMS, Twitter, <http://pollev.com>, or a private link
- On-screen instructions assist students with responding
- Saves your previous polls so you can review past results at any time
- Instantly generate a word cloud from responses
- Several options for displaying your questions: embed in a blog or other website, share via Twitter or Facebook, share a live link, embed in PowerPoint, or download for Prezi.

Google Forms



- Variety of question types: multiple choice, short answer, checkboxes, choose from a list, scale, and grid
- Send Forms through email, share the link, or embed into a website
- Google automatically generates a spreadsheet upon creation of a Form
- Data within the spreadsheet can be sorted and analyzed quickly and easily
- View a summary of responses with just one click, which provides percentages and circle graphs of data collected
- [Flubaroo](#) enables Google Docs to automatically grade responses to your assessments

Wallwisher



- Create a wall, post one or many questions or prompts
- Share the link with students who then post their responses to the wall as sticky notes
- Teachers have the option to moderate responses
- Sticky notes can contain text, images, video, and links
 - Teachers can post image or video prompts or direct students to a website
 - Students can also include these different types of media in their responses, allowing them to respond creatively
- Works great as an exit ticket, a warm-up activity, a status-of-the-class, or a progress

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