Assessment for Learning

Data – What do the numbers tell you?

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Today's Objectives:

We will:

- Share reasons for testing
- Generate a list of different ways to assess
- Learn how to navigate dataview
- Engage in meaningful data-driven instruction discussions

Let's Start at the Beginning!

Table Talk:

- Why am I testing?
- What kinds of tests do I give?

Choose one question for your group and please write your thoughts on the chart paper.

Gallery Walk

Take 10 minutes – walk around the room and read the ideas that are posted. Use a marker to add one entry to each chart.

I will summarize the charts and

e-mail them to your principals.

Pre-assessment

- Give examples
- List facts
- Calculate
- Locate
- Identify
- Label
- Draw
- Compare
- Perform
- Make real-world connections
- Classroom discussion
- Survey

Checklist for CR Questions

- ❑ I read the problem and directions.
- ❑ I underlined what the problem was asking me to do.
- ❑ I determined what was known/unknown and drew a diagram if it was appropriate.
- ❑ I thought about possible problem-solving strategies before I started working.
- ❑ I showed my work.
- ❑ I wrote neatly.
- ❑ I checked that I answered all parts of the problem.
- ❑ I proofread my work and revised if needed.
- ❑ I checked my solution to make sure it was reasonable.

Tools for Thoughtful Assessment p. 49

Check for Understanding

While Presenting New Information:

- Because…
- Speedy Feedback
- Stop – slow - go

After Presenting New Information:

- 3 – 2 – 1
- Clear / Cloudy
- MVP

Questions to Ask:

- What do I know about my students' readiness?
- What thinking skills will they need to demonstrate?
- How will I know if they are making progress?
- What are the standards-based performances students must demonstrate proficiency on and what do I do if they don't reach that level of proficiency?

Carol Ann Tomlinson said:

"Plan instruction around content requirements and student needs.

There is little point in spending time on formative assessment unless it leads to modification of teaching and learning plans. …

Formative assessment is a means to design instruction that's a better fit for student needs, not an end in itself."

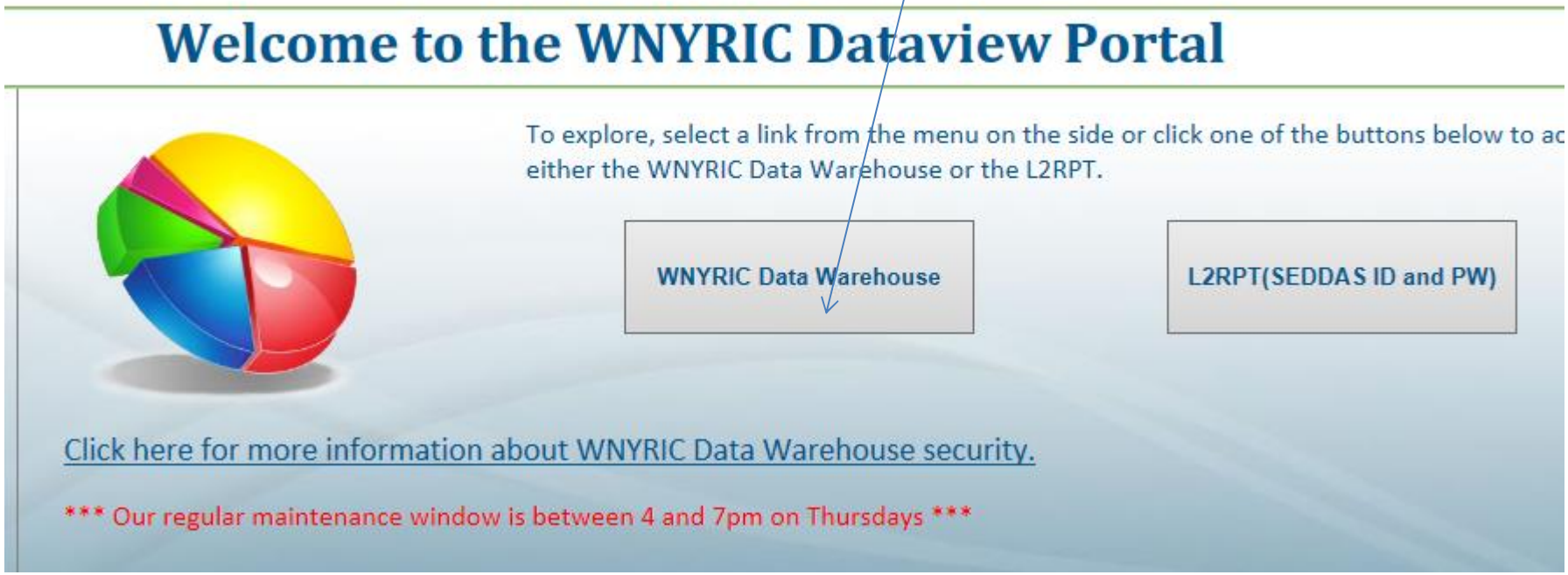
"The Bridge Between Today's Lesson and Tomorrow's" Educational Leadership March 2014, p. 14

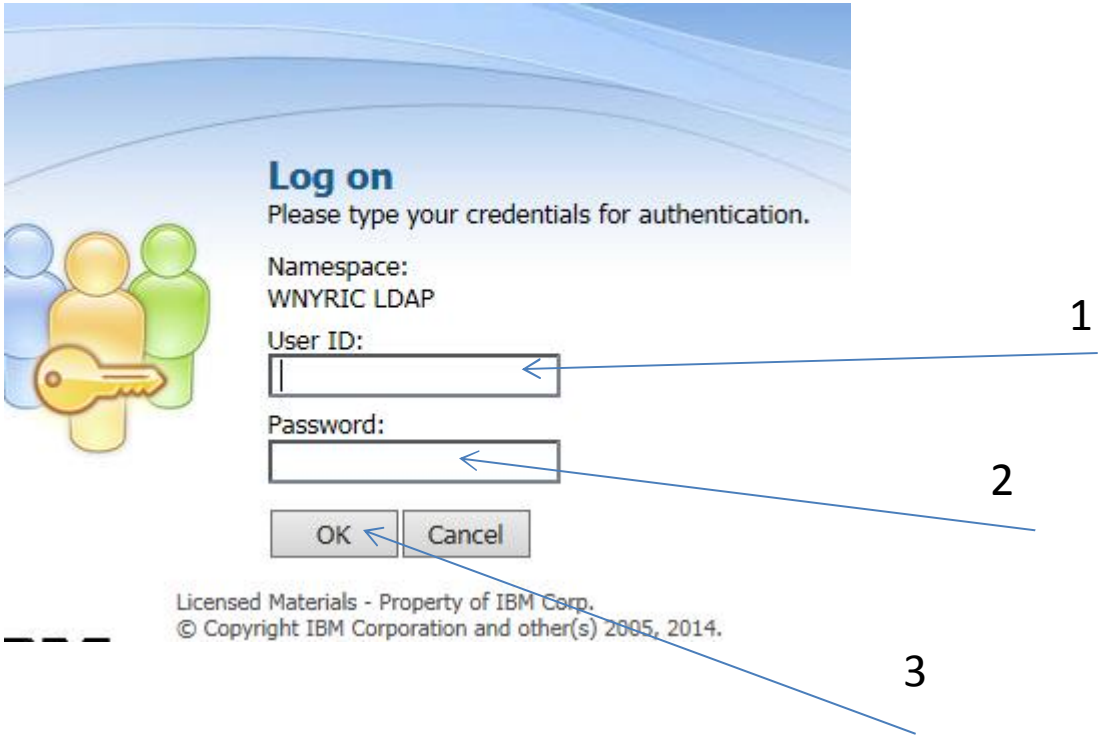
Data should be:

- Accurate
- Meaningful to multiple stakeholders
- Supportive of learning by pointing towards next steps
- Immediately available

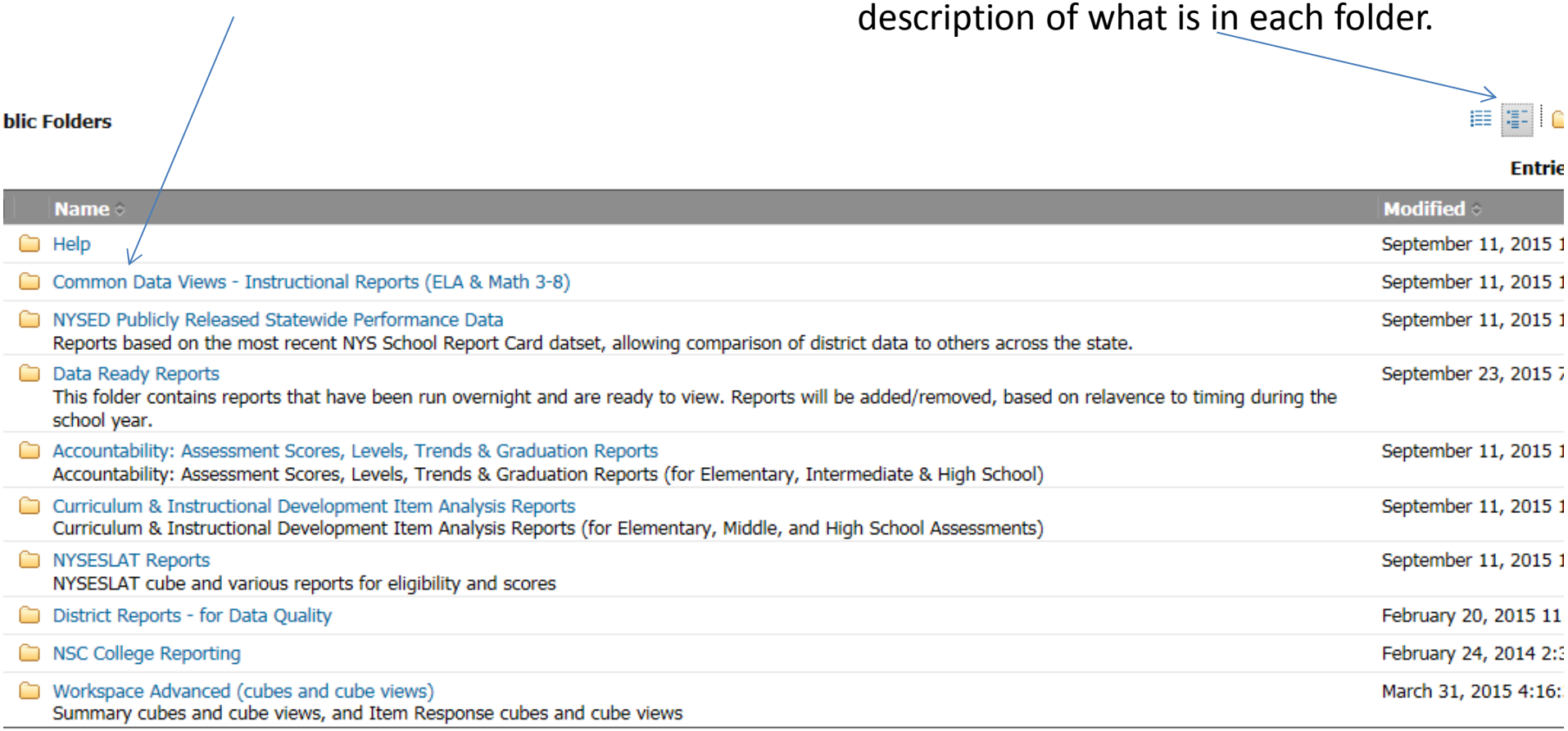
And now – enter the data ware housel!

https://dataview.wnyric.org

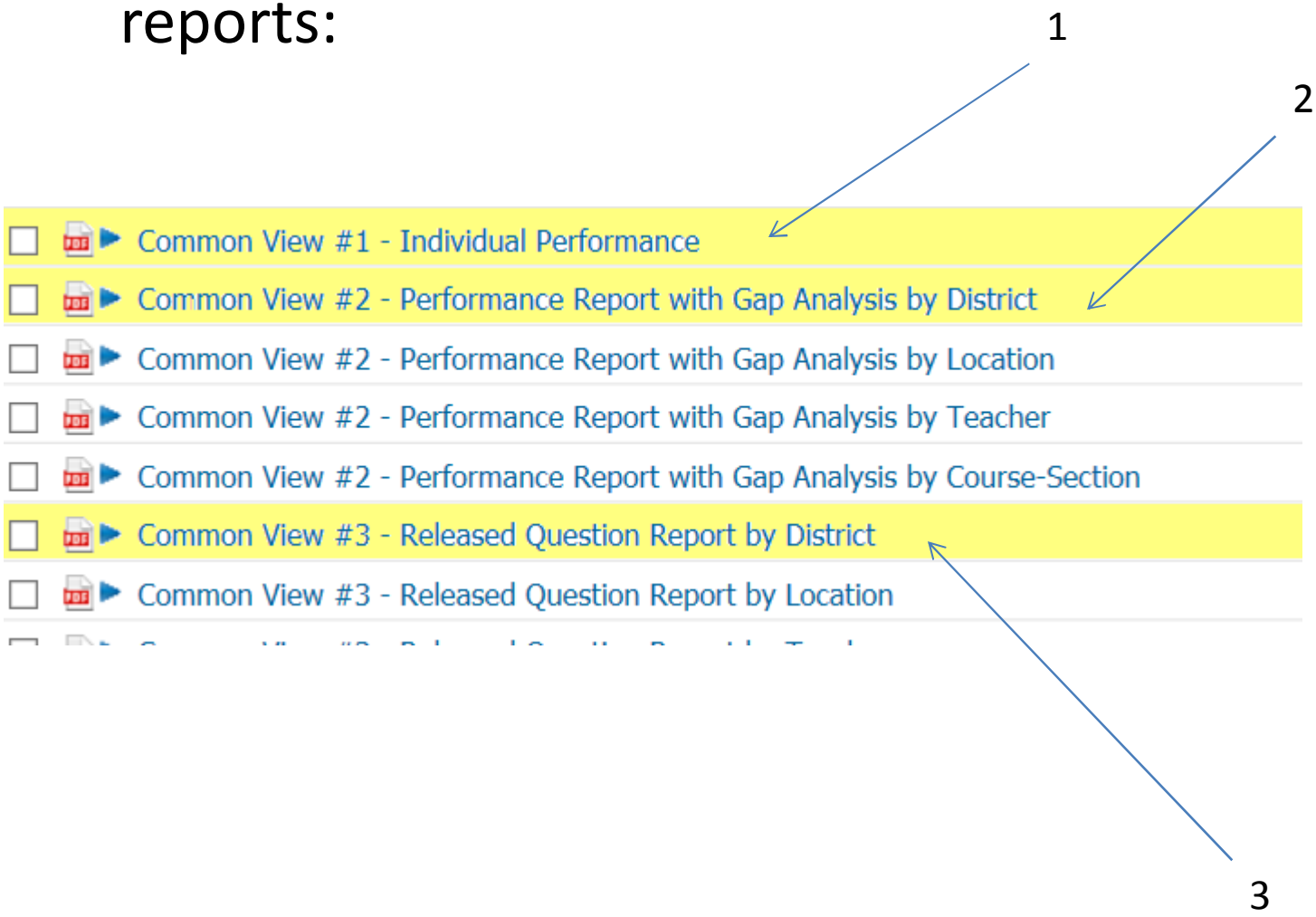



Log on
Please type your credentials for authentication.
Namespace:
WNYRIC LDAP
User ID:
Password:
OK
Cancel
Licensed Materials - Property of IBM Corp.
© Copyright IBM Corporation and other(s) 2005, 2014.
1
2
3

Hint: Go to Details View to get the description of what is in each folder.



Common Data Views Folder has these reports:



With Tomlinson's words in mind,

let's look at some data!

1

Individual Student Performance Report by Subskill - MC

This report is organized and grouped by learning standard and shows the number and percent of multiple choice questions the student answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which the student was awarded full credit. If a comparison group's performance is included, that group's average percentages of the same measures are indicated.

District Name:
School Year: 2015
Student:
Level: Level 1

Location:
Test: Grade 6 Math
Numeric Score: 263
State Percentile: 15

Multiple Choice Analysis

	Number of Questions	Student # Correct	Student % Correct	District % Correct
Strand: The Number System				
Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.				
6.NS.A.1 Interpret and compute quotients of fractions	4	0	0%	54%
Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.				
6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g.	1	1	100%	78%
6.NS.C.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	2	2	100%	81%
6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example	1	1	100%	72%
Cluster: Multiply and divide multi-digit numbers and find common factors and multiples.				
6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example	2	0	0%	58%

2

3

Constructed Response Analysis

	Number of Questions	Points Possible	Student Points Earned	Student Points % Earned	Student % Full Credit	District % Correct	District % Full Credit
Strand: The Number System							
Cluster: Multiply and divide multi-digit numbers and find common factors and multiples.							
6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example	1	2	1	50%	0%	83%	72%
Strand: The Number System							
Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.							
6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	1	2	1	50%	0%	69%	44%

Performance Report with Gap Analysis by District

District Name:
School Year: 2015

Test: Grade 6 Math

		District n=		Diocese - Buffalo n=675	
		% Points Earned	% CR Full Credit	% Points Earned	Gap to Diocese - Buffalo
Domain: The Number System					
Cluster: Apply and extend previous understandings of multiplication and division to divide fractions by fractions.					
6.NS.A.1 Interpret and compute quotients of fractions	15-MC	67%		54%	13%
	17-MC	50%		47%	3%
	23-MC	39%		36%	3%
	25-MC	61%		65%	-4%
Cluster: Multiply and divide multi-digit numbers and find common factors and multiples.					
6.NS.B.4 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers 1–100 with a common factor as a multiple of a sum of two whole numbers with no common factor. For example	35-MC	56%		60%	-5%
	52-MC	61%		73%	-11%
	58-CR	83%	72%	77%	6%
Cluster: Apply and extend previous understandings of numbers to the system of rational numbers.					
6.NS.C.5 Understand that positive and negative numbers are used together to describe quantities having opposite directions or values (e.g.	38-MC	78%		61%	16%
6.NS.C.6c Find and position integers and other rational numbers on a horizontal or vertical number line diagram; find and position pairs of integers and other rational numbers on a coordinate plane.	02-MC	89%		79%	10%
	13-MC	72%		81%	-8%
6.NS.C.7a Interpret statements of inequality as statements about the relative position of two numbers on a number line diagram. For example	54-MC	72%		61%	11%
6.NS.C.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane. Include use of coordinates and absolute value to find distances between points with the same first coordinate or the same second coordinate.	59-CR	89%	44%	47%	22%

Released Question Report by District - Multiple Choice Analysis

This report is only for 3-8 NYSED Released Questions. It is organized by learning standard and shows the number and percent of multiple choice questions answered correctly as well as the points awarded for constructed response questions. The constructed response section also indicates the percentage of questions for which students were awarded full credit. Similar information is shown for any Gaps chosen.

District Name: **School Year:** Jun 30, 2015 **Test:** Grade 6 ELA

Link to Released Questions with Annotations

				District n=											BOCES n=719
				#					%						
			% Points Earned	A	B	C	D	No Response	A	B	C	D	No Response	GAP to BOCES
Strand: Language															
Cluster: Vocabulary Acquisition and Use															
L.6.4a Use context (e.g.	pg#: 17 UIN: 132060167_3	49-MC	80%	1	3	**24**		0	3%	10%	**80%**	7%	0%	0%
Strand: Reading - Informational Text															
Cluster: Craft and Structure															
RI.6.4 Determine the meaning of words and phrases as they are used in a text	pg#: 4 UIN: 14206078_4	02-MC	93%	0	1	1	**28**	0	0%	3%	3%	**93%**	0%	-1%
	pg#: 10 UIN: 14206018_4	30-MC	30%	2	11	7	**9**	1	7%	37%	23%	**30%**	3%	-12%
RI.6.5 Analyze how a particular sentence	pg#: 4 UIN: 14206079_2	01-MC	60%	4	**18**	5	3	0	13%	**60%**	17%	10%	0%	-12%
	pg#: 5 UIN: 14206080_3	04-MC	50%	2	10	**15**	3	0	7%	33%	**50%**	10%	0%	-5%
RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.	pg#: 12 UIN: 14206022_1	35-MC	60%	**18**	2	3	6	1	**60%**	7%	10%	20%	3%	-2%

Link to Released Questions with Annotations

					District n=											BOCES n=719
					#						%					
			% Points Earned	% Full Credit	4	3	2	1	0	No Response	4	3	2	1	0	GAP to BOCES
Strand: Reading - Informational Text																
Cluster: Craft and Structure																
RI.6.5 Analyze how a particular sentence	pg#: 21 UIN: 14306044	52-CR	60%	23%			**7**	22	1	0			**23%**	73%	3%	-12%
Cluster: Key Ideas and Details																
RI.6.3 Analyze in detail how a key individual	pg#: 23 UIN: 14306047	53-CR	48%	7%	**2**	7	8	12	1	0	**7%**	23%	27%	40%	3%	-13%
Strand: Reading - Literature																
Cluster: Key Ideas and Details																
RL.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	pg#: 29 UIN: 14306033	56-CR	73%	50%			**15**	14	1	0			**50%**	47%	3%	-1%
RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	pg#: 35 UIN: 14306037	58-CR	52%	30%			**9**	13	8	0			**30%**	43%	27%	-10%
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.	pg#: 37 UIN: 14306039	59-CR	61%	33%	**10**	3	7	10	0	0	**33%**	10%	23%	33%	0%	1%
Cluster: Craft and Structure																
RL.6.4 Determine the meaning of words and phrases as they are used in a text	pg#: 32 UIN: 14306038	57-CR	70%	60%			**18**	6	6	0			**60%**	20%	20%	-2%

Videos

Show Me the Numbers

http://www.youtube.com/watch?v=04Bqq--aAdY

How Data Help Teachers

https://www.youtube.com/watch?v=cgrfiPvwDBw

Print Resources

- Educational Leadership March 2014
- Gregory, Gayle. *Data Driven Differentiation in the Standards-Based Classroom,* Corwin, 2014.
- Silver, Harvey. *Tools for Thoughtful Assessment,* Silver, Strong & Associates, 2012.
- White, Michael. *Tap Dancing to Work*, Educational Consulting Services, 2013.

Web Resources

- www.readingrockets.org
- www.readinga-z.com/assessments
- http://www.nwea.org/blog/2014/making-assessment-data-actionable-focus-teachers/

Web Resources

- http://www.nwea.org/blog/2013/22-easy-formative-assessment-techniques-for-measuring-student-learning/
- http://quizlet.com/ (Flash Cards)
- http://www.factmonster.com/math/flashcards.html

Formative Assessment Resources

- http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html
- http://www.isbe.net/common_core/pdf/da-form-asmt-chart.pdf
- http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf
- http://www.littlehoop.edu/content/images/Documents/assessment/form_assess_strat.pdf