Assessments in a PLC

Coach's Collaborative

WSE NORMS

— — —

We will be punctual and prepared.

We will be respectful of others' voice-time and their perspectives; honor the absent.

We will bring a positive learning attitude, participate in the process, and embrace the challenge.

We will be willing to listen and reflect on new ideas.

We will stay solutions oriented.

We will guard the confidentiality of the work.

Celebrations

Celebrations

3 Big Ideas

Of a PLC

- Focus on Learning

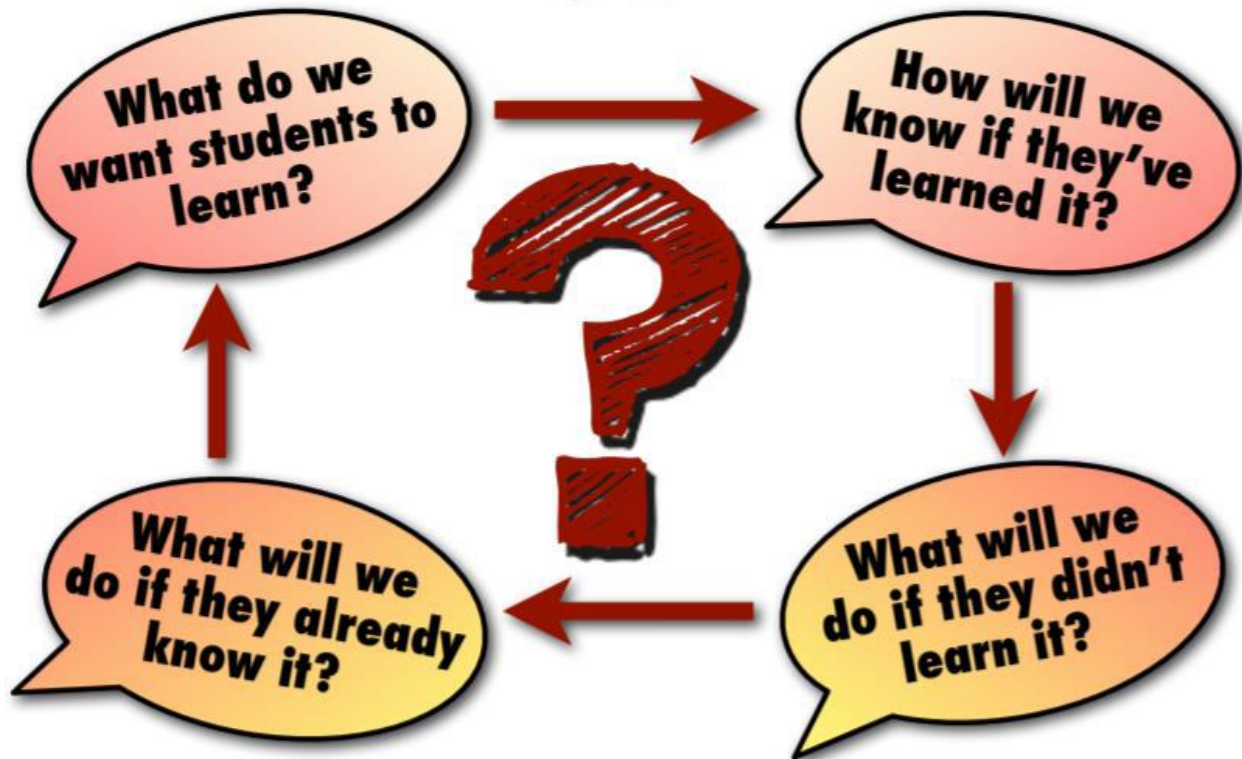- Build a Collaborative Culture

- Focus on Results

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Focus on Learning

The fundamental purpose of the West Side Elementary is to ensure high levels of learning for all students.

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PLC: Key Questions

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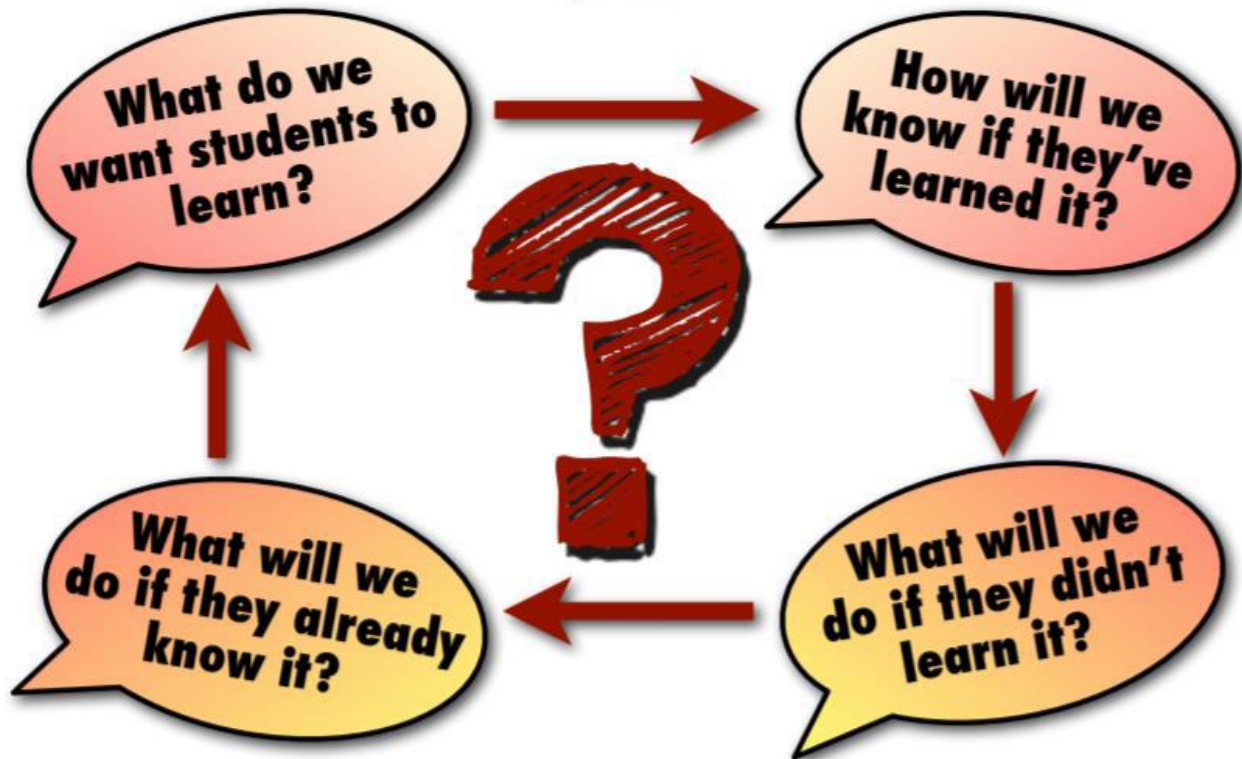
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PLC: Key Questions

What do we want all students to learn?

Determine standard or learning target. (Essential Standards) → Understand the standard or learning target. Reach consensus.

How will we know they have learned it?

- Develop CFA.
- Set CFA proficiency.
- Set protocols: when & how
- Set SMART goal.

→

- Teach.
- Check for understanding.
- Appropriately adjust.
- Differentiate.

→

Give common formative assessment.

Analyze data.

Plan based on CFA results.

How will we respond when learning has not occurred?

- Reteach, individualize, small group, deploy, and so on.
- Reassess learning.

How will we respond when learning has already occurred?

- Enrich and deepen.
- Produce a product based on standard.

How PLCs Use Assessments

What resonated with you?

What implications are there for your practice?

How will we know if they have learned it?

Balanced Assessment System

What types of assessments are there?

Classroom Formative Assessments

Preassessments

Summative Assessment

Common Formative Assessment

Universal Screener or Diagnostic Assessment

Benchmark Assessment

Georgia Milestones

Balanced Assessment System

Assessment purpose guides:
-how it is written
-how it is used

Types of Assessment	Purposes of Assessment
Common formative assessment	Teachers administer this assessment during instruction to check whether students have learned essential learning targets and understand what instructional strategies are most effective (used to guide Tier 1 support).
Summative assessment	Teachers administer this type of assessment at the end of a unit to check whether students can put all the skills and concepts taught during that unit together (used to guide Tier 2 support).
Benchmark assessments	Teachers administer these assessments periodically to check if students are making progress toward the end-of-year standards (can help identify the need for Tier 2 support).
State (or province) and national tests (like the ACT and SAT)	Teachers administer these assessments to measure overall student learning and effectiveness of pacing, curriculum, and instructional strategies.
Universal screeners	Teachers administer these assessments early in the year to identify students who are significantly below grade level so they can get intensive (Tier 3) support.
Preassessments	Teachers administer these assessments to gain information about what students already know and discover any gaps they have in their prerequisite learning before they start teaching a unit.
Classroom formative assessments	Teachers administer these assessments during instruction to check whether students have learned what they are teaching.

Formative vs. Summative
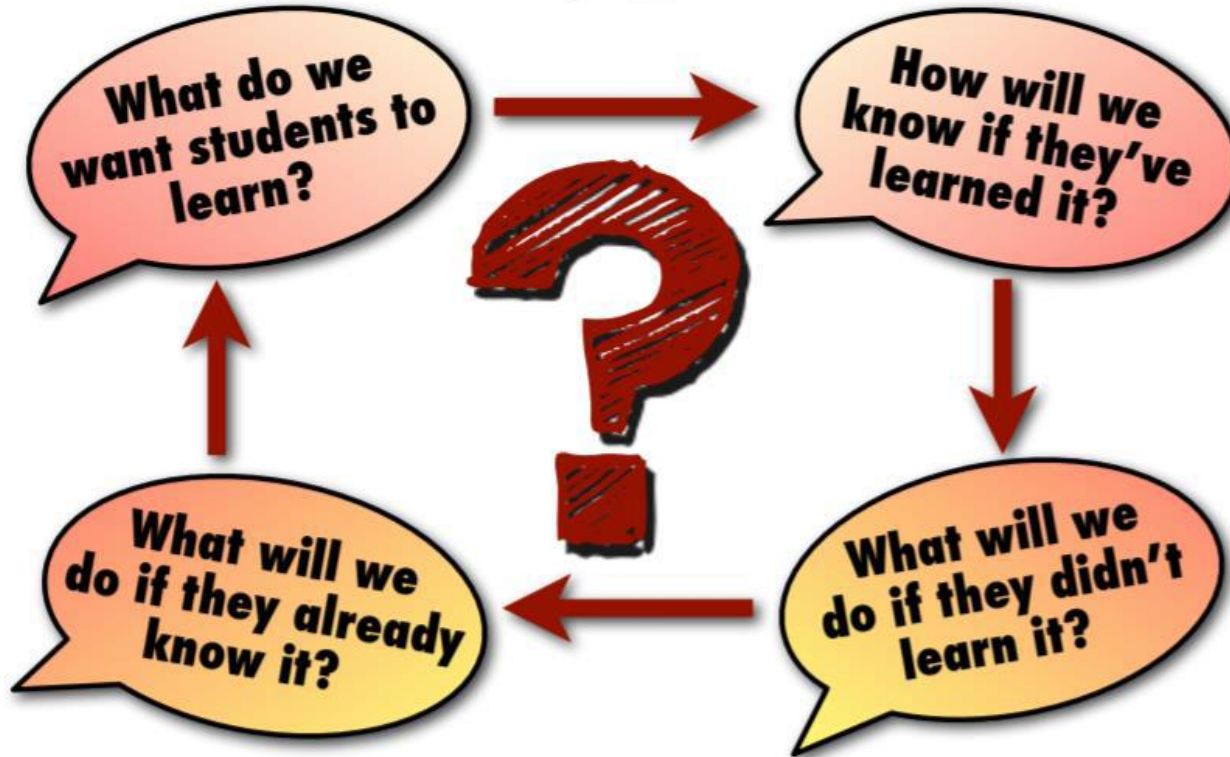
Formative Assessments

- During a unit of instruction, while still learning
- Around essential learning
- Identifies those experiencing difficulty
- Provides additional time and support to acquire the concept or skill
- Provides an additional opportunity to demonstrate learning
- Advances student learning

Summative Assessments

- After learning is complete and graded
- If results aren't used to make a difference in student learning, then it's summative

Key Questions for Professional Learning Communities

PLC: Key Questions

- What do we want students to learn?
- How will we know if they've learned it?
- What will we do if they already know it?
- What will we do if they didn't learn it?

DuFour, Eaker, DuFour, "Recurring Themes of Professional Learning Communities and the Assumptions They Challenge."

Through CFAs we

- Make adjustments in instruction

- Provide additional time and support

- Give students timely and specific feedback

Balanced Assessment System Framework

	Classroom Assessments		Common Formative Assessments	Benchmark Assessments	External Summative Assessments
Examples of practice	Worksheets, clickers, whiteboards, exit slips, conferences	Final exams, final projects	Tasks assessed with rubrics, short quizzes, common worksheets, and clickers	Quarterly tests or performances, writing samples	State tests and ACT, SAT, and AP exams
Formative or summative?	Very formative	More summative	Very formative	More summative	Summative
Whose responsibility?	Classroom teachers	Classroom teachers	Collaborative teams at each school	District teams of representative teachers	An external group of experts
Purpose?	To give immediate feedback	To give a grade	To determine if students have learned the material and how to respond	To assess curriculum, instructional strategies, and pacing	To determine whether curriculum, instructional strategies, and pacing were appropriate

Next Steps

- Read *Getting the Most Out of Common Assessments* by Mike Mattos
- [56 Different Ways to Gather Evidence of Student Achievement](#)

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Intervention Documentation

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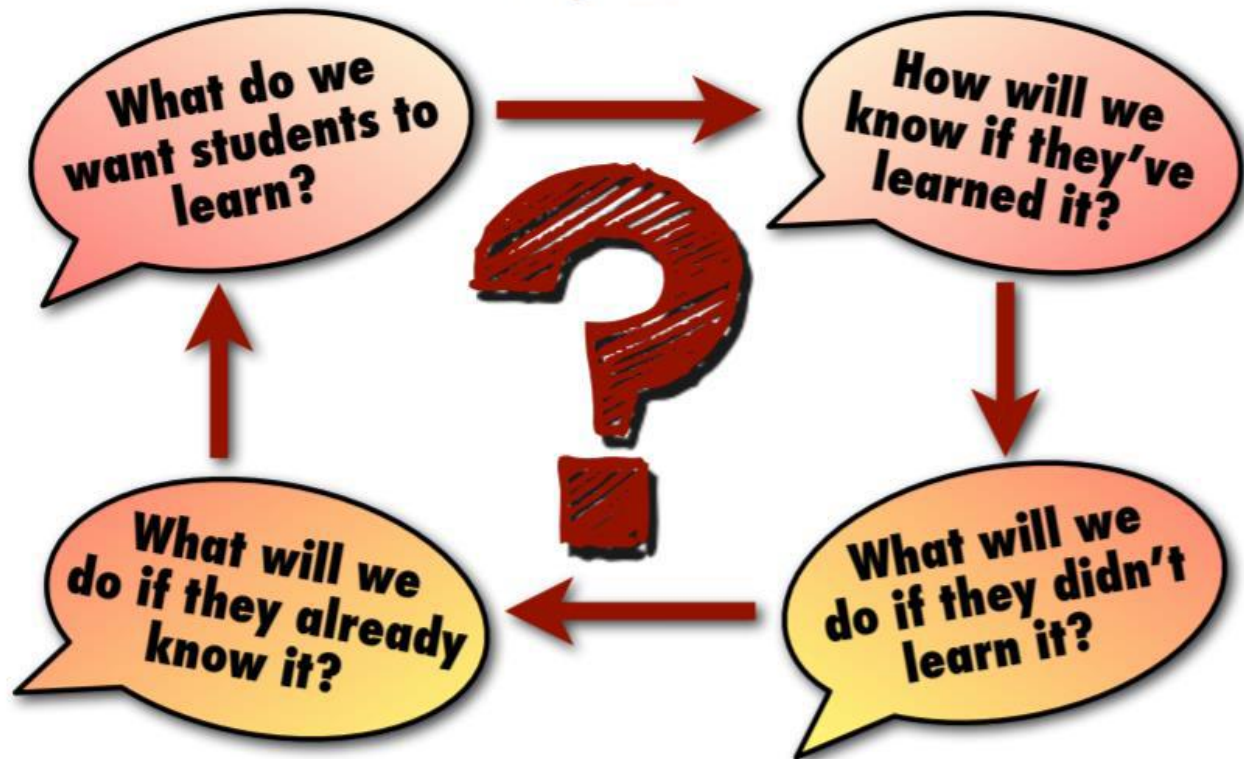
- Build a Collaborative Culture

- Focus on Results

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Focus on Learning

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PLC: Key Questions

Getting the Most Out of Common Assessments by Mike Mattos

What resonated with you?

What implications are there for your practice?

CFA Checklist

Common Formative Assessments Checklist

Design	Yes	No
The targets come from identified power or essential standards.	☐	☐
The assessment is written around learning targets, not standards.	☐	☐
The assessment is written around a small number of learning targets.	☐	☐
The purpose is to provide time and support rather than a grade.	☐	☐
The type of assessment item the team uses matches the learning target's level of thinking.	☐	☐
The team writes the selected-response items to find out what students know, not to trick them.	☐	☐
Constructed-response items provide context and specific directions to make expectations clear to students.	☐	☐
The team agrees on what proficiency looks like for each target.	☐	☐
The team creates an answer guide for its assessment.	☐	☐
Use		
The team collaboratively writes and administers the assessment in a common way.	☐	☐
The team collaboratively scores items using a common rubric.	☐	☐
The data meeting happens as quickly as possible after the assessment.	☐	☐
All teachers bring their data, including student work, to the data meeting for discussion.	☐	☐
The teachers use data for planning what to do next, not to judge their effectiveness.	☐	☐
Students are involved; they know the learning targets and receive feedback on their work.	☐	☐
Students get more time and support based on the results.	☐	☐
Teachers reassess students after corrective instruction.	☐	☐
Students who master learning targets receive more challenging work after teachers analyze the data.	☐	☐

What does *Common* mean?

———

"The term common assessment refers to those assessments given by teacher teams who teach the same content or grade level-- those with "collective responsibility of a group of students who are expected to acquire the same knowledge and skills." (DuFour et al., 2010b,p. 2).

-no opt outs; common for all teachers in grade or content

-use common rubrics and collaborative scoring practices

How CFA Fit Into a Unit of Instruction

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"In a PLC, we don't expect all teachers to teach exactly the same way, so each teacher on the team makes instructional decisions about how to teach the content."

-Make it Happen, p. 88

A. How much time will it take to give a CFA?

B. What should CFAs look like?

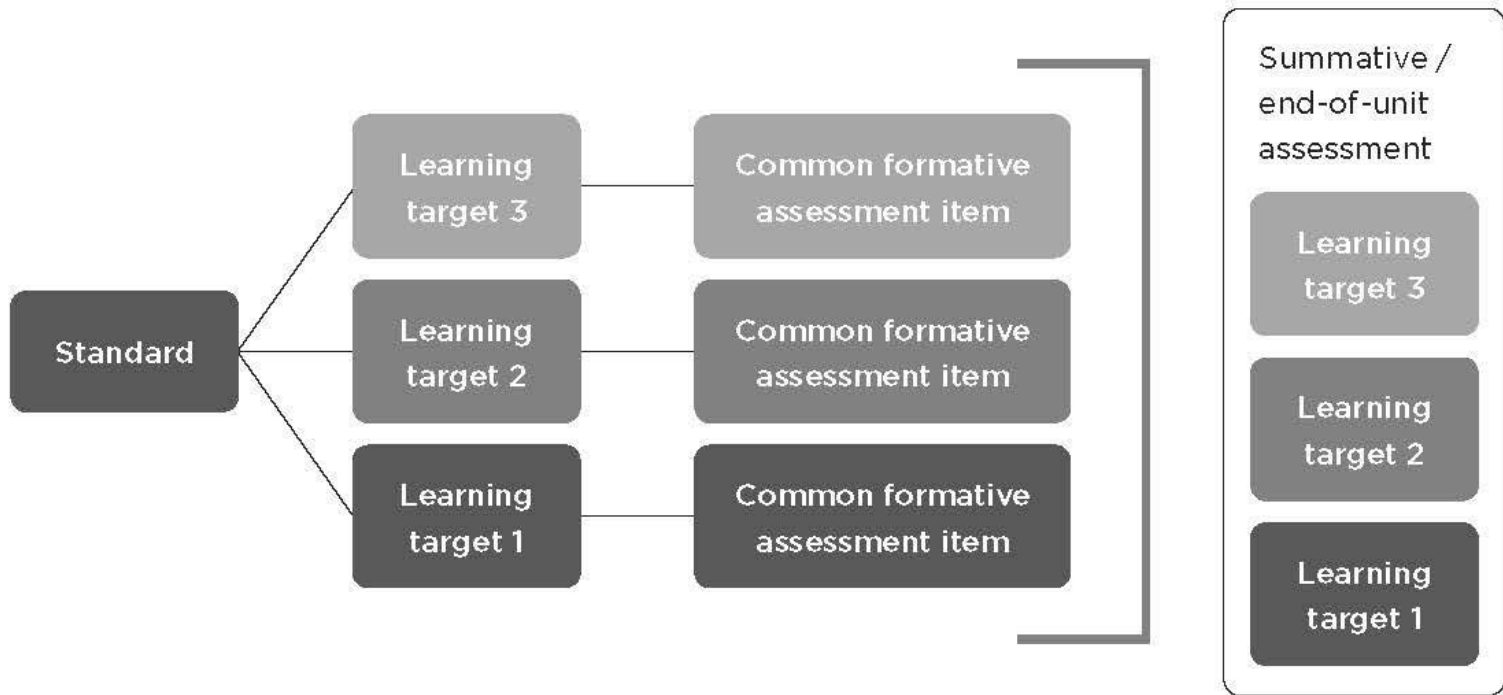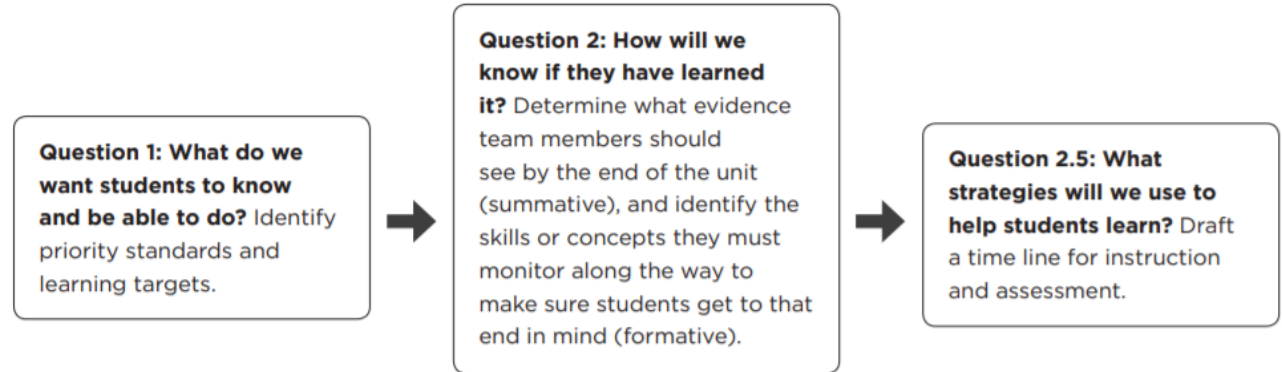C. How frequently do teams give CFAs?

Figure 3.3: Relationship between assessment types and how they evolve over a unit of study.

Next Steps

- Complete *[Critical Questions as Framework For Unit Development](#)*.

Critical Questions as Framework for Unit Development

Question 1: What do we want students to know and be able to do? Identify priority standards and learning targets.

→

Question 2: How will we know if they have learned it? Determine what evidence team members should see by the end of the unit (summative), and identify the skills or concepts they must monitor along the way to make sure students get to that end in mind (formative).

→

Question 2.5: What strategies will we use to help students learn? Draft a time line for instruction and assessment.

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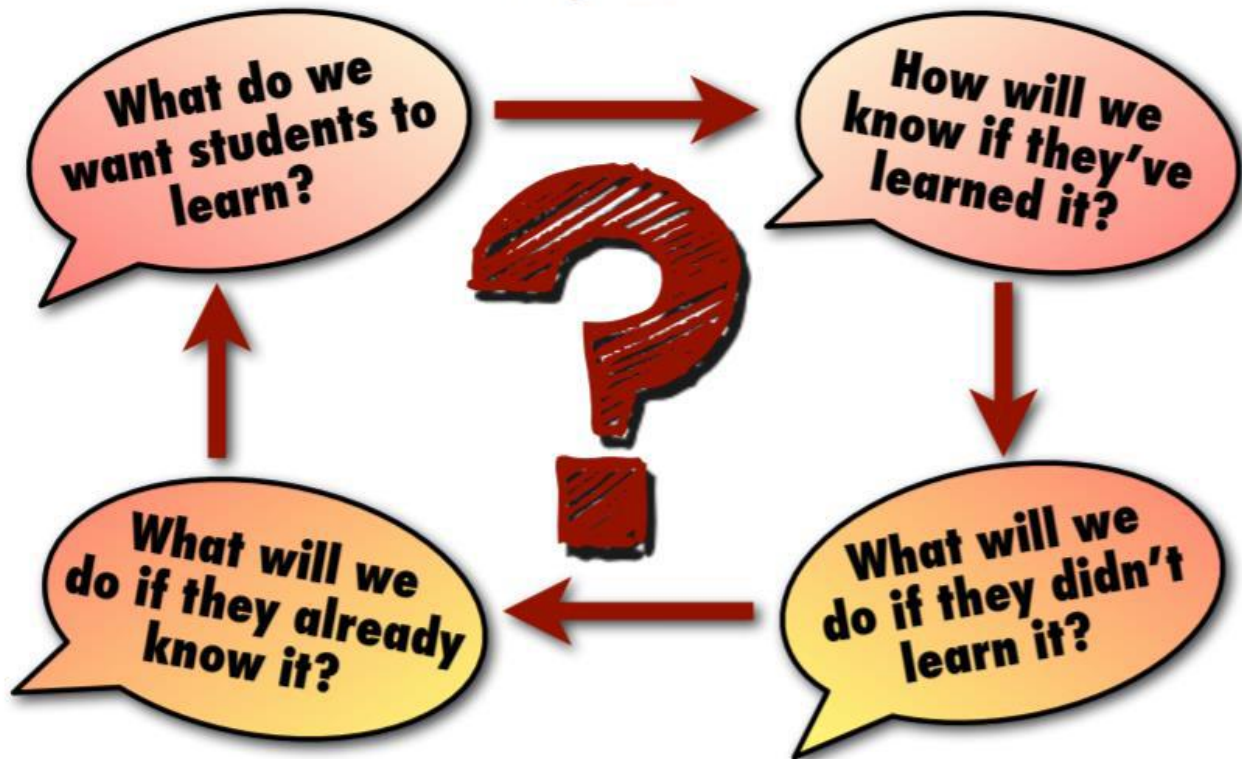- Build a Collaborative Culture

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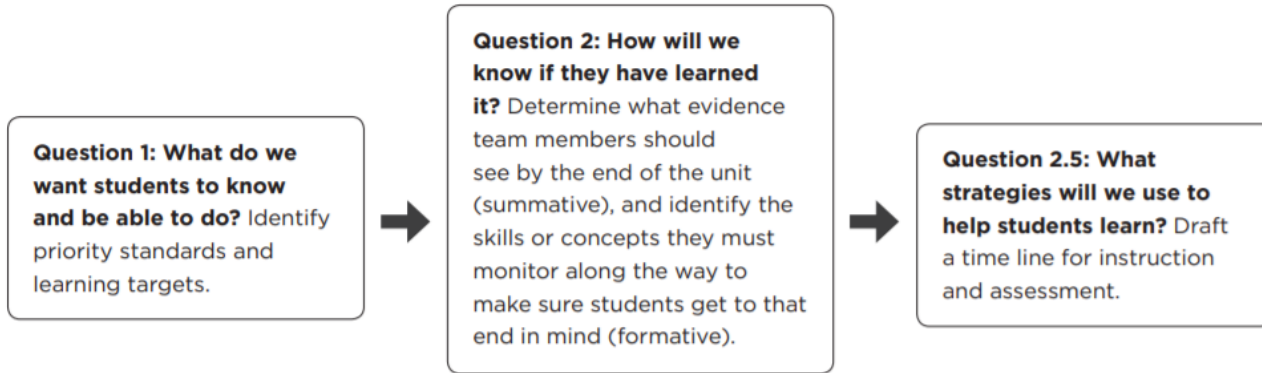
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PLC: Key Questions

Critical Questions as Framework for Unit Development

Question 1: What do we want students to know and be able to do? Identify priority standards and learning targets.

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Question 2: How will we know if they have learned it? Determine what evidence team members should see by the end of the unit (summative), and identify the skills or concepts they must monitor along the way to make sure students get to that end in mind (formative).

→

Question 2.5: What strategies will we use to help students learn? Draft a time line for instruction and assessment.

- Every Learning Target identified doesn't have to be assessed, consider assessing:
  - Targets that are difficult and often lead to misconceptions
  - Targets that are prerequisite to future learning
  - Targets that are absolutely necessary for students to know

Rigor

- Match the item type to the rigor of the Learning Target
- Determine the number of items needed to ensure reliability
- Set proficiency expectations

- Create an answer guide while creating the collaborative assessment
- Multiple choice/select reveal the least about student understanding
- Consider a graphic organizer with constructed response items

As teams develop a unit of study, they should see clear evidence of:

- Clear essential standards and learning targets
- Clear expectations for end-of-unit summative assessments
- An instructional plan that aligns and intentionally facilitates learning of the essential standards and learning targets
- Shared quality instructional practices
- Embedded CFAs
- Intentionally planned activities

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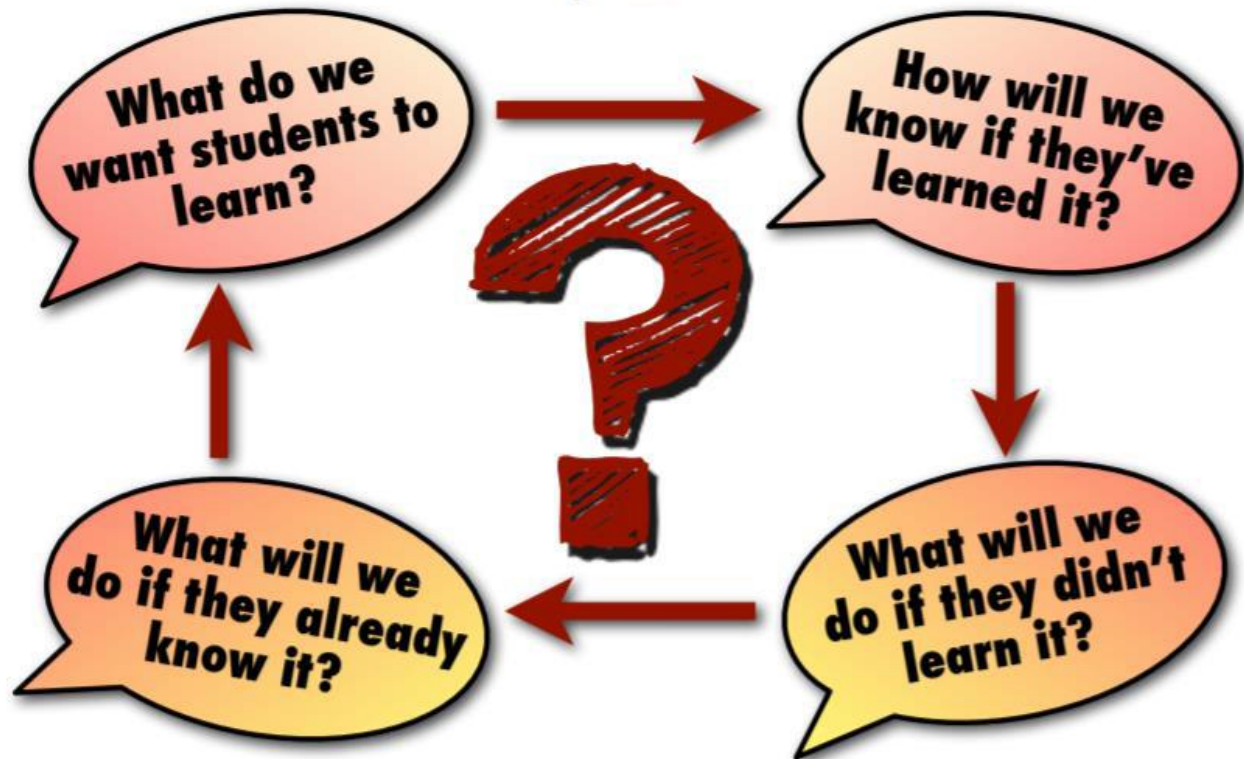
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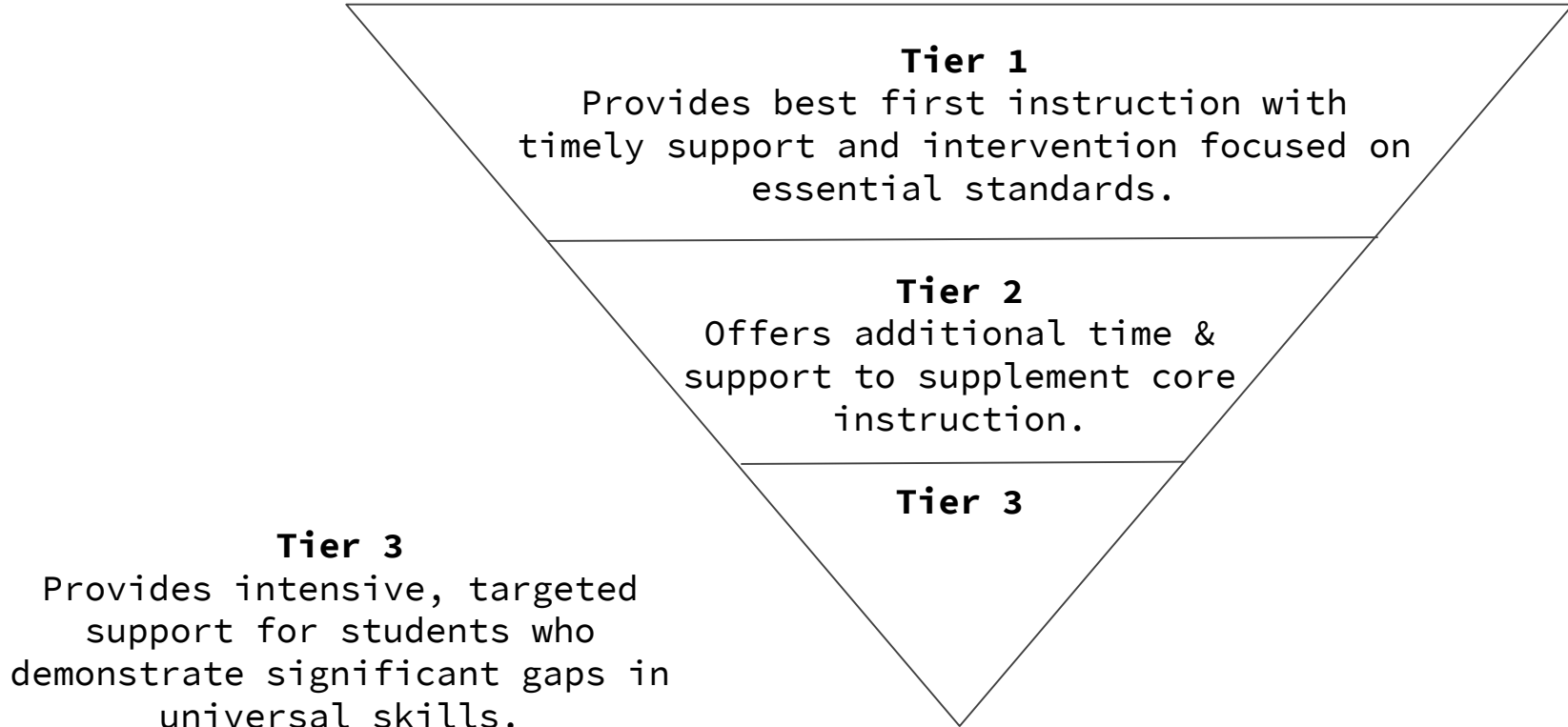The fundamental purpose of the West Side Elementary is to ensure high levels of learning for all students.

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Pyramid RTI Model

Tier 1
Provides best first instruction with timely support and intervention focused on essential standards.

Tier 2
Offers additional time & support to supplement core instruction.

Tier 3

Tier 3
Provides intensive, targeted support for students who demonstrate significant gaps in universal skills.

Connection between assessments and RTI Tiers

Tier 1
Classroom Formative
Assessments, CFA, CSA

Tier 1
Informed by within-unit assessments:
ClFA, CFA, CSA

Tier 2
CSA, Benchmarks, Progress
Monitoring

Tier 2
Informed by combo of
within unit and
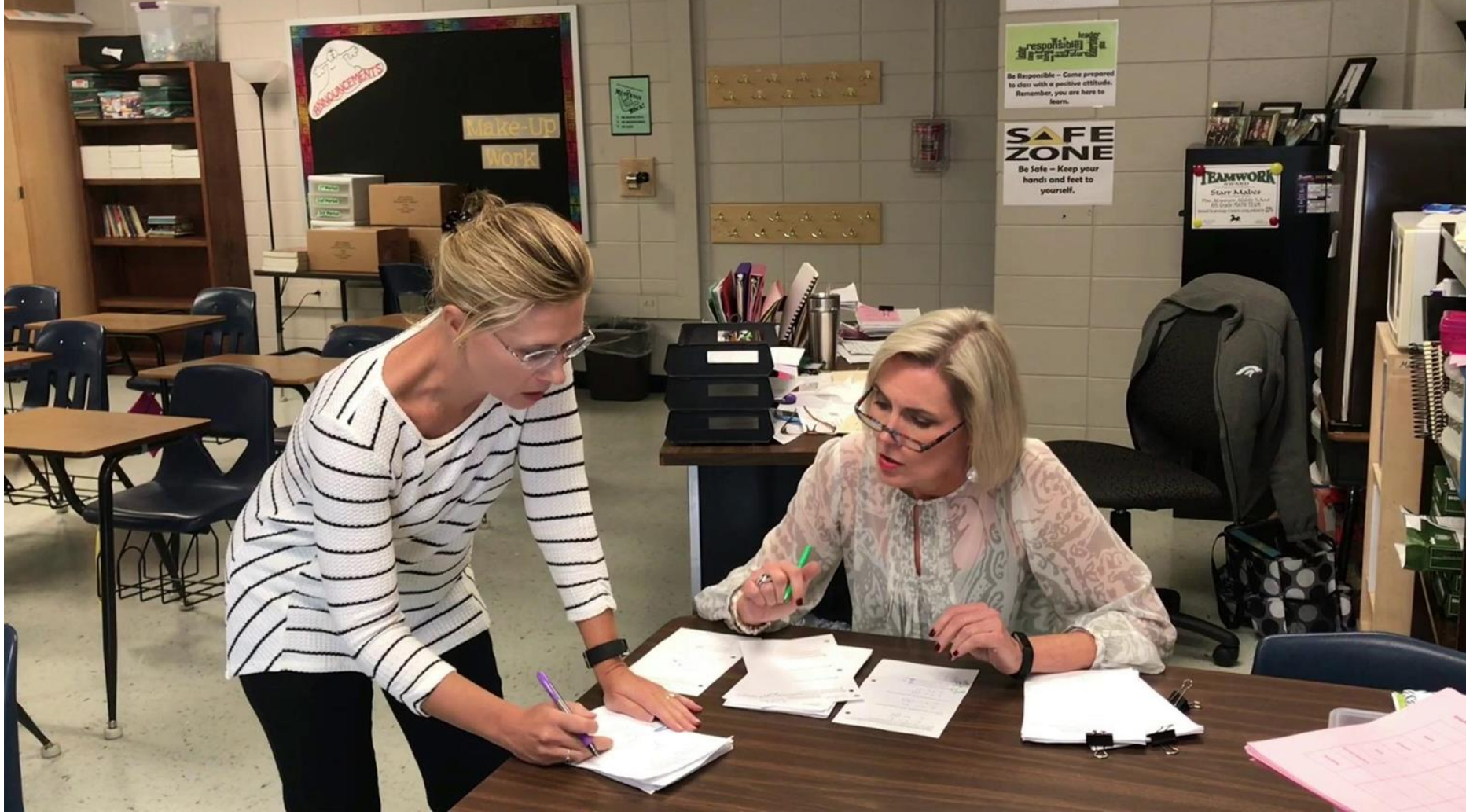progressive and periodic
assessments:

Tier 3

Tier 3
Informed by progressive and
cumulative assessments:
Benchmarks, Diagnostics, GA
Milestones
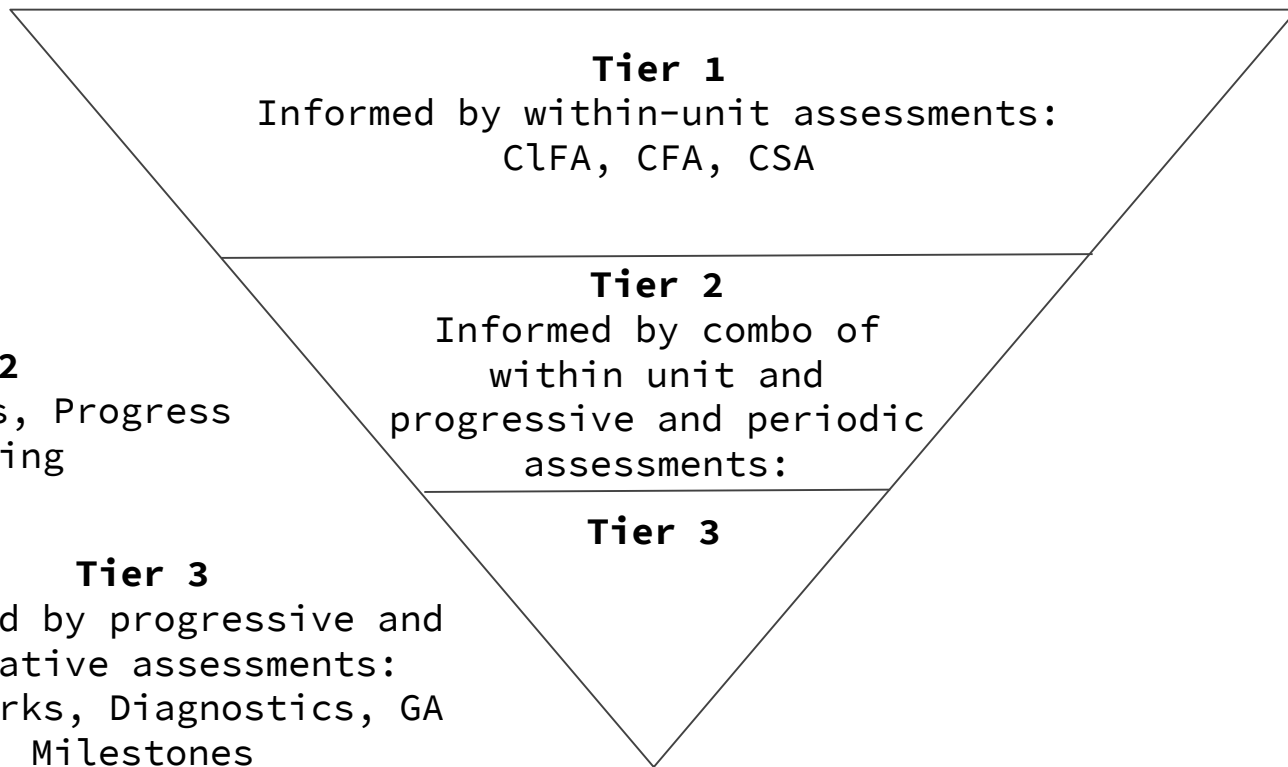
Seven Stages of Collaboration

Stage	Characteristics
1. Filling the Time	Not knowing what to do; trying to do too much; focusing on creating agendas
2. Sharing Personal Practices	Helping make instruction transparent; being willing to share what happens in the classroom
3. Planning, Planning, Planning	Common pacing; sharing instructional strategies; delegating responsibilities; identifying essential standards
4. Developing Common Assessments	Unwrapping standards into learning targets; identifying what proficiency looks like; discussing what evidence we need
5. Analyzing Student Learning	Sharing our results; bringing student work to the table; relying on the data to determine what comes next
6. Differentiating Follow-Up	Responding to common formative assessments by providing additional time and support for students; taking collective responsibility
7. Reflecting on Instruction	Engaging in reflection about the impact of strategies on student learning; professional learning; continuous improvement

Source: Adapted from Graham & Ferriter, 2008, pp. 39–42.
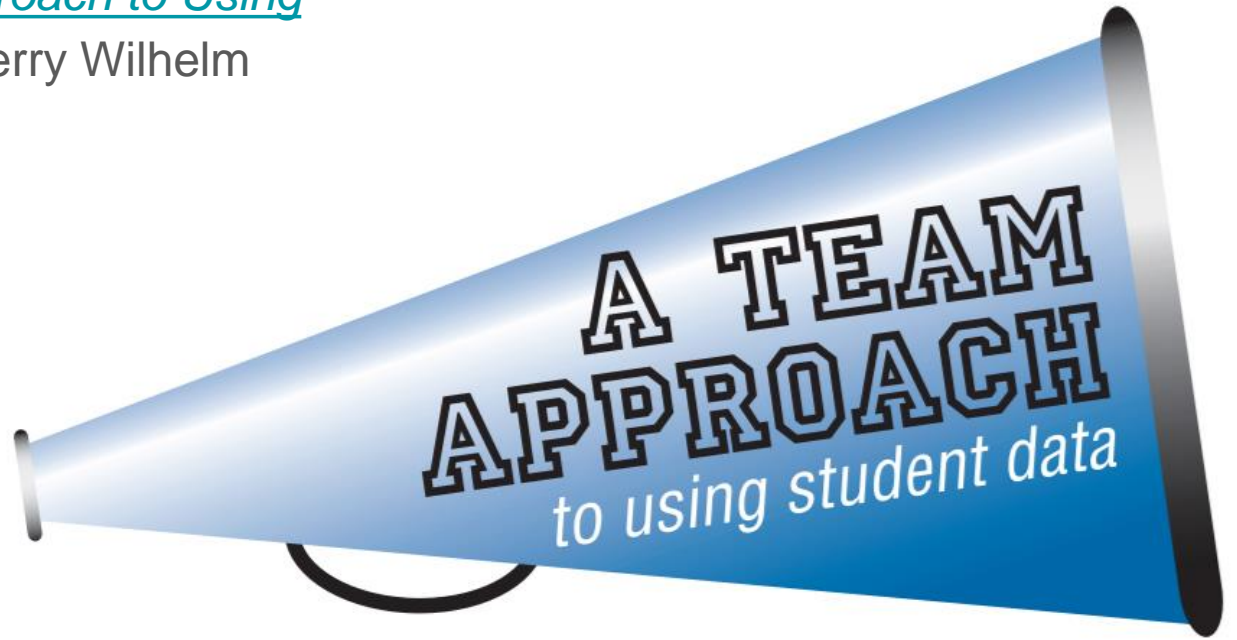
Protocol for Analyzing Common Formative Assessment Data

Steps	Team Notes
1. Set the stage. • Establish the purpose of the meeting. • Review norms (focusing on data norms).	Two minutes
2. Review the focus of the assessment. • Identify the essential learning targets we assessed and which questions are designed to assess each of them. • Review the expectations for proficiency (for example, two out of three correct on a multiple-choice assessment, or a level 3 on the rubric). • Discuss any questions we had when we scored student work.	Two minutes
3. Discuss the data. • For each target, identify how many students need additional time and support.	Five minutes Each team member must participate in this discussion.
4. Determine student misconceptions and errors. • For each target, identify which students need help. • Once we've identified the students who need help, regroup them by specific need (for example, students who made a calculation error versus students who chose the wrong solution pathway).	Ten minutes Be careful to do this step one essential learning target at a time.
5. Determine instructional strategies. • Decide whether we will develop small groups for reteaching or use a re-engagement lesson with the whole class. • Each teacher should share his or her original instructional strategy so we can see if one strategy works better for certain students. • For each target and for each mistake or misconception, develop a plan to help students move ahead on their learning of that target. • If necessary, go back to best practice information about how to teach the concept or about what strategies work best for students who are struggling. Consult instructional coaches or specialists if necessary.	Fifteen minutes Make sure that all team members have the same understanding of what this will look like.
6. Develop the items we will use to monitor whether students met the learning target after this response. This provides information about which students still need help on this essential target.	Ten minutes You may do this reassessment orally or create a version of the original assessment.

Source: Bailey, K., & Jakicic, C. (2017). Simplifying common assessment: A guide for Professional Learning Communities at Work. *Bloomington, IN: Solution Tree Press.*

Next Steps

- Read *A Team Approach to Using Student Data* by Terry Wilhelm

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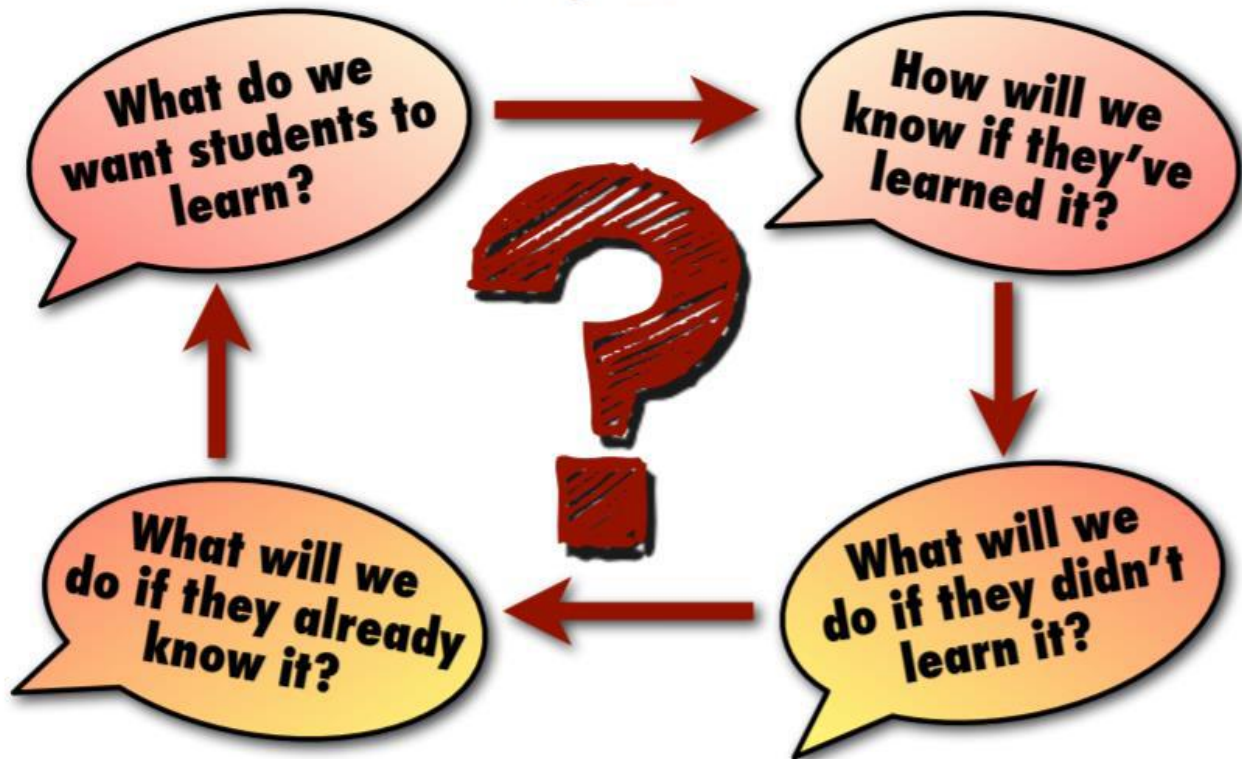- Build a Collaborative Culture

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FCT

Focused Collaborative Team

Nov. 11 - Focused Collaborative Team (FCT)

Rm 408

8:00-11:00 2nd grade

11:30-2:30 1st grade

- Re-visit Curriculum Maps and Guides
  - Identify Essential Standards
  - Write Learning Targets
  - Develop CSAs
  - Plan units with CFAs

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ELT

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- When?
- What?
- Why?

Next Steps

- Read *Applying Criteria for Quality Assessment Design*
- Apply criteria to all CFAs and CSAs