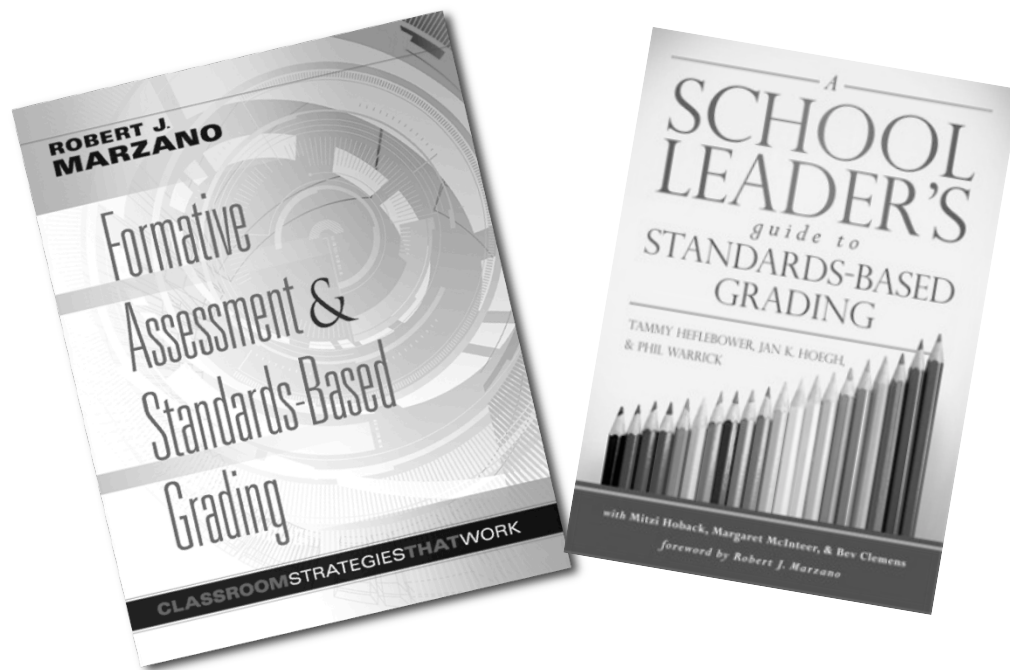


FORMATIVE ASSESSMENT & STANDARDS-BASED GRADING



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Session Outcomes

- Review essential learnings and proficiency scales and observe how they align curriculum, instruction and assessment.
- Discuss the criteria of quality assessments and review existing common assessments.
- Ensure horizontal and vertical alignment of assessments and standards-based grading.



Three Critical Interventions (COMMITMENTS)

- **A system of individual clear learning goals connected to student feedback and evaluation at the classroom, school, and district levels.**
- Ensuring effective teaching in every classroom.
- Building background knowledge for all students.

Assessment Process

- First, prioritize essential learning goals from existing work or Common Core State Standards.
- Then, develop a proficiency scale for each essential learning goal.
- Next, create common assessments aligned to one or more proficiency scales.
- Finally, design and adopt a standards-based reporting system.
- Throughout the process, make sure there is horizontal and vertical alignment.

Generic Proficiency Scale

4	In addition to exhibiting level 3 performance, in-depth inferences and applications that go beyond what was taught in class
3.5	<i>In addition to exhibiting level 3 performance, partial success at in-depth inferences and applications that go beyond what was taught in class</i>
3	No major errors or omissions regarding any of the information and/or processes (SIMPLE OR COMPLEX) that were explicitly taught
2.5	<i>No major errors or omissions regarding any of the simpler information and/or processes and partial knowledge of the more complex information and processes</i>
2	No major errors or omissions regarding the simpler details and processes BUT major errors or omissions regarding the more complex ideas and processes
1.5	<i>Partial knowledge of the simpler details and processes, but major errors or omissions regarding the more complex ideas and processes</i>
1	With help, a partial knowledge of some of the simpler and complex details and processes
0.5	<i>With help, a partial knowledge of some of the simpler details and processes but not of the more complex ideas and processes</i>
0	Even with help, no understanding or skill demonstrated

- Website
<http://www.marzanoresearch.com>
- FREE resources
 - Proficiency scale bank
 - Scales for CCSS



Notes:

Learning Goal Unpacking Template

Essential Learning Goal

Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m.

Skills and Knowledge

Scale Worksheet

<p style="text-align: center;">Score 4.0 – more complex Demonstrations of learning that go above and beyond what was explicitly taught</p> <p>The student will:</p>
<p style="text-align: center;">Score 3.0 – the learning goal or expectation</p> <p>The student will:</p>
<p style="text-align: center;">Score 2.0 – the simpler stuff Foundational knowledge, simpler procedures, isolated details, vocabulary</p> <p>The student will:</p>
<p style="text-align: center;">Score 1.0 With help, the student can perform Score 2.0 and 3.0 expectations</p>
<p style="text-align: center;">Score 0.0 Even with help, the student cannot perform expectations</p>

SAMPLE PROFICIENCY SCALES

Strand: Life Science	
Topic: Biological Evolution and Diversity of Life	
kindergarten	
Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught such as: <ul style="list-style-type: none"> • creating a classification system for a given set of organisms based on appearance
	Score 3.5 In addition to Score 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	While engaged in tasks that address biological evolution and diversity of life, the student: <ul style="list-style-type: none"> • describes how living things (plants, animals) can be grouped based on appearance (<i>e.g., explaining basic ways living things can be grouped, i.e., cats and dogs can be grouped together because they are both animals with four legs; birds and oak trees would not be grouped together because a bird is an animal and an oak tree is a plant</i>) The student makes no major errors or omissions.
	Score 2.5 No major errors or omissions regarding the simpler details and process and partial knowledge of the more complex ideas and processes.
Score 2.0	No major errors or omissions regarding the simpler details and processes such as: <ul style="list-style-type: none"> • recognizing and recalling specific terminology, such as: <ul style="list-style-type: none"> ○ appearance ○ plant, animal ○ body • performing basic processes such as: <ul style="list-style-type: none"> ○ recognizing or recalling accurate statements about the basic distinctions in the appearance of various animals ○ recognizing or recalling examples of groups of living things However the student exhibits major errors or omissions with score 3.0 elements.
	Score 1.5 Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Score 1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
	Score 0.5 With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Score 0.0	Even with help, no understanding or skill demonstrated.

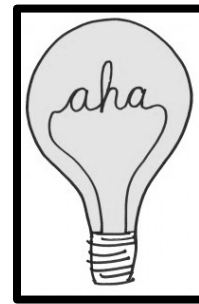
Strand: Reading - Fluency	
Reporting Topic: Fluency	
Grade: 3	
Score 4.0	In addition to Score 3.0, in-depth inferences or applications that go beyond what was taught. For example, the student may: READ A PASSAGE ABOVE DRA LEVEL 38 PASSAGE/ GUIDED READING LEVEL P WITH CONSISTENT, NATURAL PHRASING AND EXPRESSION WITH A RATE OF 107 OR MORE WORDS CORRECT PER MINUTE.
	3.5 In addition to 3.0 performance, in-depth inferences and applications with partial success.
Score 3.0	The student will: <ol style="list-style-type: none"> 1. READ GRADE-LEVEL INSTRUCTIONAL TEXT DRA LEVEL 38/ GUIDED READING LEVEL P) WITH APPROPRIATE PHRASING AND EXPRESSION MOST OF THE TIME AND A RATE OF 107 WORDS CORRECT PER MINUTE. The student exhibits no major errors or gaps in the learning goal (complex ideas and processes).
	2.5 No major errors or gaps in 2.0 content and partial knowledge in 3.0 content.
Score 2.0	The student will: <ol style="list-style-type: none"> 2. READ A DRA LEVEL 38/ GUIDED READING LEVEL P PASSAGE WITH APPROPRIATE PHRASING AND EXPRESSION AT A RATE OF 78 WORDS CORRECT PER MINUTE. The student exhibits no major errors or gaps in the simpler details and processes.
	1.5 Partial understanding of the 2.0 content with major errors or gaps in 3.0 content.
Score 1.0	With help, a partial understanding of the 2.0 content and some of the 3.0 content.
	0.5 With help, a partial understanding of the 2.0 content and none of the 3.0 content.
Score 0.0	Even with help, no understanding or skill demonstrated.

Proficiency Scale Review

Essential Learning:

Criterion	Yes	No	Not Sure	Comments
The proficiency scale has a consistent format.				
The verbs and corresponding content represent a progression of complexity				
The proficiency scale is doable. It has enough depth, yet not so much as to warrant an additional scale.				
The key vocabulary is highlighted for direct instruction.				
The sample activities or tasks seem appropriate and add clarity to the scale.				

An important idea...
 Proficiency scales provide clear focus
 for instruction to essential learnings.



READING		
Questioning, Inference, and Interpretation		
Grade 2		
Score 4.0	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.	
	Score 3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
Score 3.0	The student will: <ul style="list-style-type: none"> ask and answer such questions as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text (RL.2.1; RI.2.1) 	
	Score 2.5	<i>No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content</i>
Score 2.0	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> answer, ask, detail, question, text The student will perform basic processes, such as: <ul style="list-style-type: none"> answer teacher-provided questions such as Who?, What?, Where?, When?, Why?, and How? to demonstrate understanding of key details in a grade-appropriate text 	
	Score 1.5	<i>Partial success at score 2.0 content, and major errors or omissions regarding score 3.0 content</i>
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
Score 0.0	Even with help, no success	

As you watch the video clip:

Proficiency Scales and Assessment Alignment

Atmospheric Processes and Water Cycle	
4	Infer relationships regarding atmospheric processes and the water cycle.
3	An explanation of: <ul style="list-style-type: none"> • How the water cycle processes impact climate changes • The effects of temperature and pressure in different layers of Earth's atmosphere
2	<ul style="list-style-type: none"> • Recognize and recall basic terms such as: climatic patterns, atmospheric layers, stratosphere, troposphere. • Recognize or recall isolated details such as: <ul style="list-style-type: none"> • Precipitation is one of the processes of the water cycle. • The troposphere is one of the lowest portions of the Earth's atmosphere.

Three types of assessment items to measure the knowledge and skills defined

- **Level 2 items:** Simpler details and processes that have been explicitly taught
- **Level 3 items:** Complex ideas and processes that have been explicitly taught
- **Level 4 items:** Inferences and applications that go beyond what was taught

Level 3.0 Items

Measuring Atmospheric Processes and Water Cycle

- **Explain** how evaporation affects the climatic pattern in areas around large bodies of water, such as the shoreline communities of Lake Michigan.
- A weather balloon travels up into the stratosphere. **Explain** what would happen to it as it progressed through the various layers of the atmosphere.

Level 2.0 Items

Measuring Atmospheric Processes and Water Cycle

- Define the following terms.
 - Climatic pattern
 - Atmospheric layers
 - Stratosphere
- Identify the true statements with the letter T.
 - _____ The atmosphere is between the troposphere and the stratosphere.
 - _____ The Earth's atmosphere helps protect life on Earth by absorbing ultraviolet radiation.
 - _____ The temperature of the Earth's atmosphere varies with altitude.

Level 4.0 Items

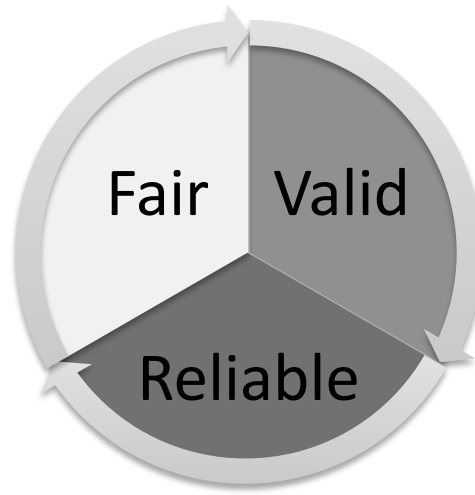
Measuring Atmospheric Processes and Water Cycle

Complete the following analogy.

Condensation is to evaporation as _____ is to _____.

Why is this analogy accurate?

Assessment Quality



Types of Bias

- Offensive content
- Stereotyping
- Unfair representation
- Use of situations that may be unfamiliar to subgroups
- Poorly written items
- Literacy bias (using too sophisticated of language for the nature of the content)—David Meisner.

1. What is the probability of throwing four dice and getting four 6's?

- A. $4/6$
- B. $1/36$
- C. $4/36$
- D. $1/1,296$

2. Graph the following salaries of employees of the Acme Chemical Company:

Roger Smith, CEO	\$250,000
Mary Kelly, Secretary	\$ 17,500
Dr. Frank Hatfield, Chemist	\$ 98,000
Francisco Juarez, Custodian	\$ 24,000

3. Last year 200 women and children in our community were served by the Safe Haven shelter. Due to the rise of domestic abuse, the shelter is experiencing a 30% increase in residents. Current food costs are listed below. Project the anticipated funds needed for food for the remainder of the year.

4. Maria Yellowhawk needs to purchase beads for necklaces she is making. She has 3 dozen packages of beads, each containing twelve beads. If each necklace requires 120 beads, how many necklaces can she make?

5. Write a short essay of at least 500 words on the topic *Soccer in the United States*. Be sure to engage in pre-writing activities, draft an initial response, and revise your draft. You have 60 minutes to complete this task.

Writing Quality Assessment Items

Selected Response Items

- True/False
- Matching
- Multiple Choice

True/False

- Related to a single idea
- Absolutely true
- Avoid using qualifiers, opinions, and negatives
- Use sparingly, as students have a 50-50 chance of guessing the correct answer

Matching

- Homogeneous in content
- Matching set no more than 7
- Uneven number of items to be matched OR items may be used more than once
- Ordered logically (such as alphabetically)
- Longer reading on the left, matching items on the right

Multiple-choice

- Begin with question-starter (who, what, where, how, why)
- A single task is articulated in the question
- All response options are plausible
- Written in present tense, if possible
- Avoid negatives (e.g. which is NOT)
- May include context: more complex questions

Constructed Response Items

- Fill-in-the-blank
- Short Answer
- Essay Items

Fill-in-the-blank

- Position the blank at the end of the sentence as often as possible
- Limit the number of blanks in an item
- Blanks should be same length
- Be sure information prior to/surrounding the blank is adequate
- May use a word bank

Short Answer and Essay Items

- Make the nature of the response desired clear to the reader
- Develop and communicate a scoring criteria for the question
- Provide adequate space for responses.

Notes:

Assessment Review Checklist

Review Criteria	Yes or No	Item Numbers needing revision	Comments
Assessment is aligned to one or more proficiency scales.			
Assessment contains sufficient items at the 2.0, 3.0 and 4.0 proficiency levels.			
Assessment is free from bias			
Assessment is written at the developmentally appropriate level and correct readability level			
Assessment items follow guidelines and are clearly written. (see handout)			
The Answer Key is accurate and matches the assessment			
EVERY item has an answer. "Answers may vary" is not acceptable.			
A rubric or checklist is provided if needed			
Directions are clear and concise			
The "Materials Needed" list is accurate and complete.			

Process for Backmapping an Existing Assessment

1. Teachers identify the proficiency scale or scales that need to be measured by the existing assessment.
2. Teachers examine each assessment item to determine the level of the proficiency scale that it corresponds with and label it appropriately.
3. Teachers identify assessment items that do not correspond to any levels of the proficiency scale and remove them.
4. Teachers add items for levels of the proficiency scale not represented by items already on the assessment.

Meaningful Grades

“Using proficiency scales and a variety of assessments based on prioritized standards, teachers can assign grades that are valid and consistent.”

A School Leader’s Guide to Standards-Based Grading, 2014

Determining Grades

1. Examine the student’s performance on assignments and assessments.
2. Give more weight to recent information (that is, information from later in the unit).
3. If necessary, discuss the content with the student to shed light on his or her learning progress.
4. Limit the use of zeros.

Other considerations:

Notes