



DON'T GET LOST IN
THE DATA

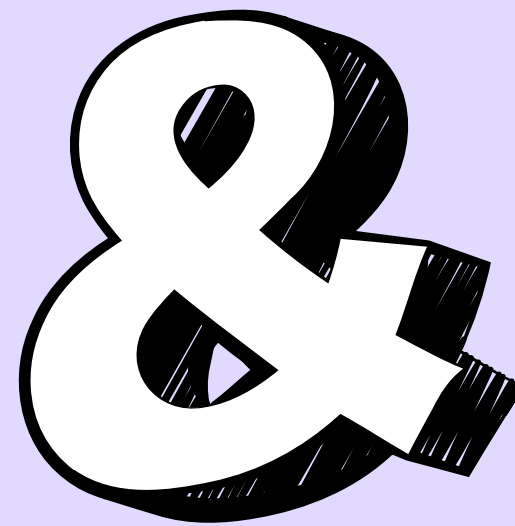
NAVIGATING STUDENT ASSESSMENTS WITH EASE

Emily Tackel & Kari Smith

PRESENTERS



Kari Smith



Emily Tackel

karismith@bixbyps.org and etackel@bixbyps.org



FOCUS

- Chapter 12 – 14
- Toolkit #4
 - Evaluate what you value
 - Help students see where they are and where they are going
 - Grade based on data (not points)

1

SAMPLE ASSESSMENT

WHY ONLY THREE QUESTIONS?

1. Easier to clearly differentiate problems

- "In our attempts to differentiate student work across four columns, it is easy to create language for the first column. This column generally describes poor work, and that is easy to articulate. Likewise, the good work represented in the fourth column is easy to clearly explain. It is when we try to differentiate between the two columns in the middle that we get in trouble..." (pp. 214 – 215).

2. Grading with clarity

- "Once we moved to three-column rubrics, all these problems went away. The rubrics became easier to create and use, and the students found them easier to interpret" (p. 215).



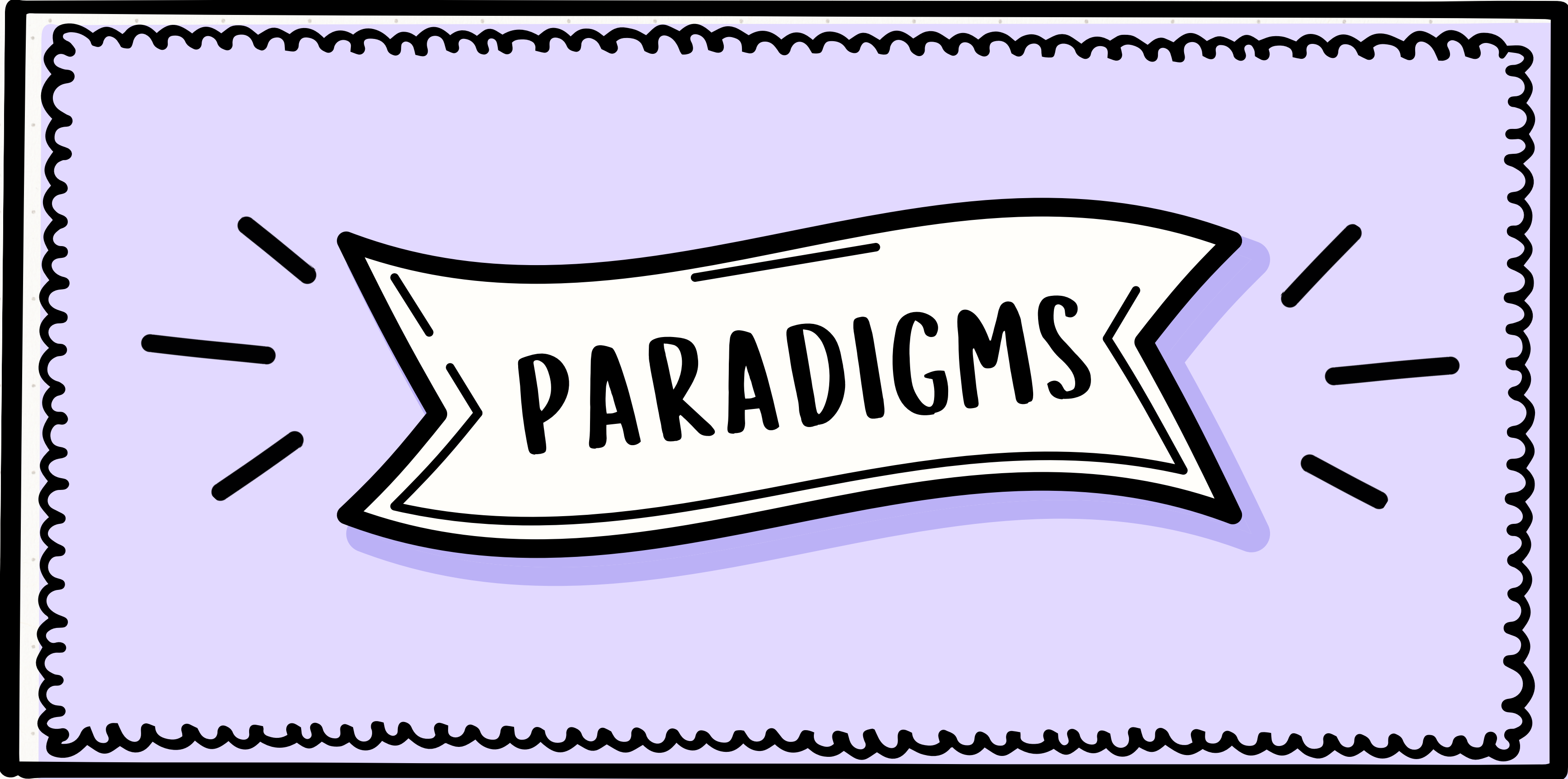
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GRADING PRACTICES

PETER'S METHOD

Keep your own navigation tool for each child, and record conversational, observational, and written data in it using the marking system mentioned in chapter 13 (p. 239 – 240).

- ✓ is used when knowledge has been demonstrated individually
- § is used when knowledge has been demonstrated individually, but with a silly mistake
- H is used when knowledge has been demonstrated individually, but with help from the teacher or a peer
- G is used when knowledge has been demonstrated within a group
- X is used when a question has been attempted, but answered incorrectly
- N is used when a question has not been attempted



PARADIGMS

A hand-drawn graphic on a light purple background. The word "PARADIGMS" is written in a bold, black, sans-serif font inside a white, wavy-edged banner. The banner has a thick black outline and a subtle purple shadow. The entire graphic is enclosed in a black rectangular frame with a decorative, wavy inner border. There are several short, black, diagonal lines radiating from the left and right sides of the banner, suggesting motion or emphasis.

POINT-GATHERING PP. 254 - 257

- Grading based on point accumulation on particular events such as quizzes, tests, assignments, etc.
- Not objective or accurate – Our personal biases as teachers cause us to be subjective and grade inconsistently

DATA-GATHERING PP. 257 - 258

- Analyzing growth over time (parachute packers analogy)
- "We need to allow data to talk to us, rather than allowing points to rule us" (p. 258).
- "Looking at data, rather than points, allows us to ignore early-not-knowing, to ignore outliers, and to fully acknowledge mastery when it occurs" (p. 258).

Standard



65



85



100

ALGEBRA I TOPIC

MILD QUESTION



MEDIUM QUESTION



SPICY QUESTION



EXTRA MILD PRACTICE

EXTRA MEDIUM PRACTICE

EXTRA SPICY PRACTICE

Standard



65



85



100

ALGEBRA I TOPIC

MILD QUESTION



MEDIUM QUESTION



SPICY QUESTION



EXTRA MILD PRACTICE

EXTRA MEDIUM PRACTICE

EXTRA SPICY PRACTICE

Standard



65



85



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Standard



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85



100

ALGEBRA I TOPIC

MILD QUESTION

MEDIUM QUESTION

SPICY QUESTION



EXTRA MILD PRACTICE

EXTRA MEDIUM PRACTICE

EXTRA SPICY PRACTICE

Standard



65



85



100

ALGEBRA I TOPIC

MILD QUESTION



MEDIUM QUESTION



SPICY QUESTION



EXTRA MILD PRACTICE

EXTRA MEDIUM PRACTICE

EXTRA SPICY PRACTICE



3



GRADE YOUR
ASSESSMENT

FAQ on p. 271 illustrates why I developed my system:

"I agree with everything that is in this chapter and I am ready to make the paradigm shift. And the jurisdiction I work in is also encouraging us to move toward outcomes-based assessment. At the same time, however, they have a mandated online event-based gradebook that we have to use. How do I navigate that?"

CONVERTING IT TO A GRADE (P. 262)

PETER'S

Basic = 2

Intermediate = 3

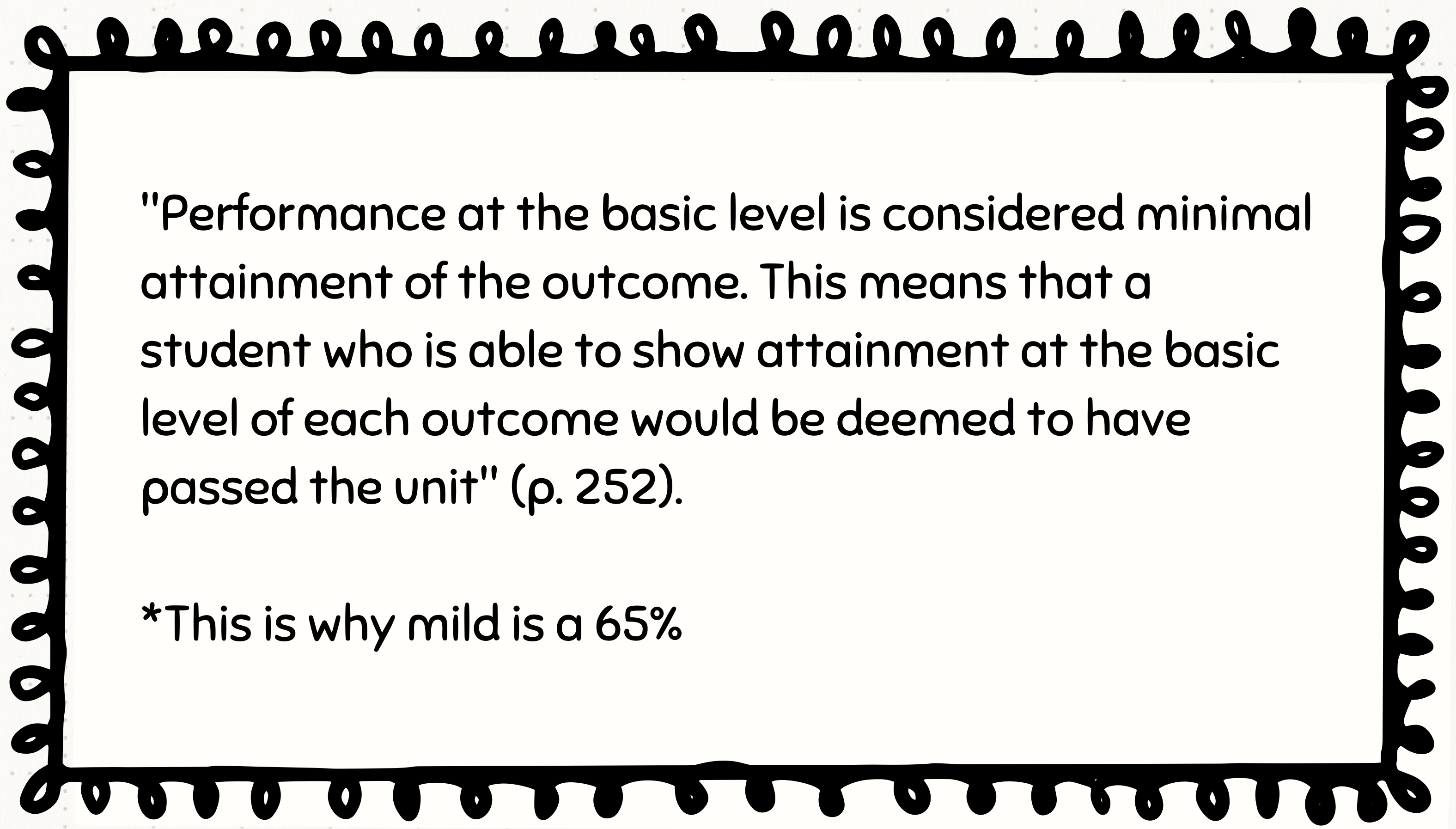
Advanced = 4

EMILY'S

Basic = 65%

Intermediate = 85%

Advanced = 100%



"Performance at the basic level is considered minimal attainment of the outcome. This means that a student who is able to show attainment at the basic level of each outcome would be deemed to have passed the unit" (p. 252).

*This is why mild is a 65%

A STUDENT A

- Works every problem, sign errors throughout, PEMDAS error
- Student grade 65% rather than traditional 33%

B STUDENT B

- Works every problem correctly
- Only need to grade highest score even though the student got all questions correct

STUDENT RESULTS

C STUDENT C

- Made small sign error on spicy problem
- Received a score of 85% rather than a traditional 66%

D STUDENT D

- Still failed to complete mild problem even with steps listed
- 50% motivates student to continue

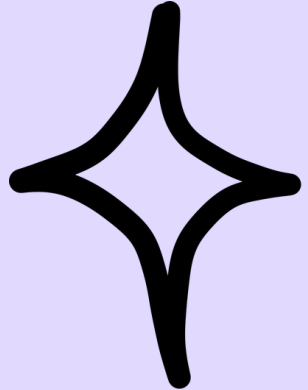
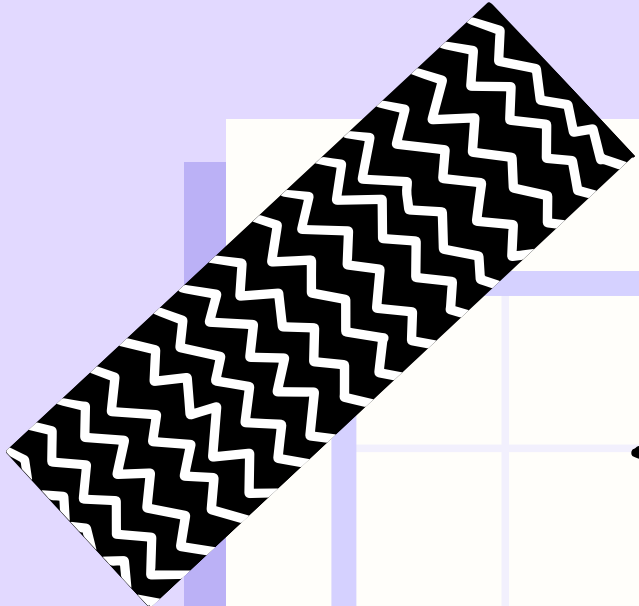
Sample CYU - PYOPD

Criteria	Ratings					Points
1.4 Solving Multi-... 1.4 Solving Multi-Step Equations Threshold: 8.5 pts	No Evidence - Left assessment blank 0 pts	Not Yet - I am trying but I still need support from my teacher. 5 pts	Mild - I can solve a multi- step equation by combining like terms. 6.5 pts	Hot - I can solve a multi- step equation by distributing. 8.5 pts	Spicy - I can solve a multi- step equation that requires distribution and combining like terms. 10 pts	-- /10 pts

Comment

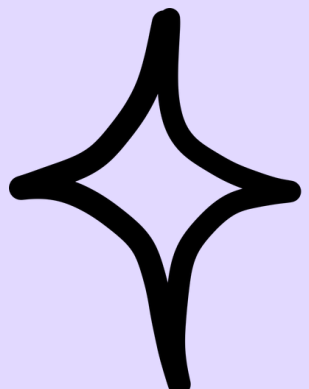
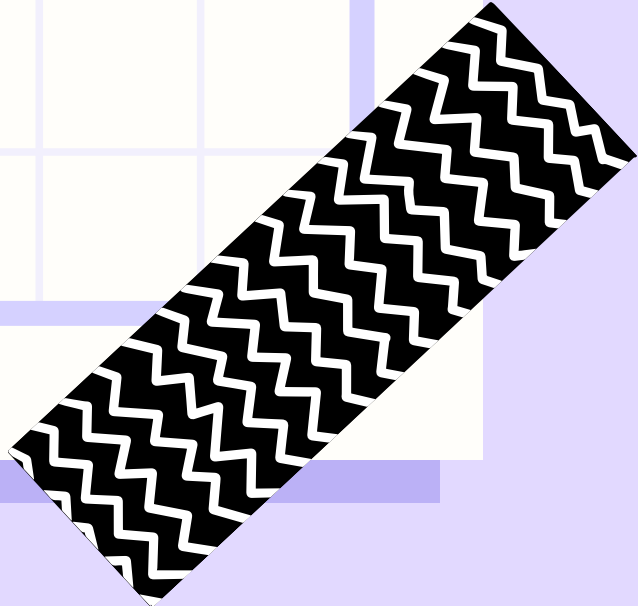
Leave a comment

Clear



TURN & TALK

How does the multi-step equation assessment guide your instruction? Can you determine which student(s) need:

- Extensions
 - More practice
 - Intervention
- 
- 

4

END OF THE YEAR SURVEY

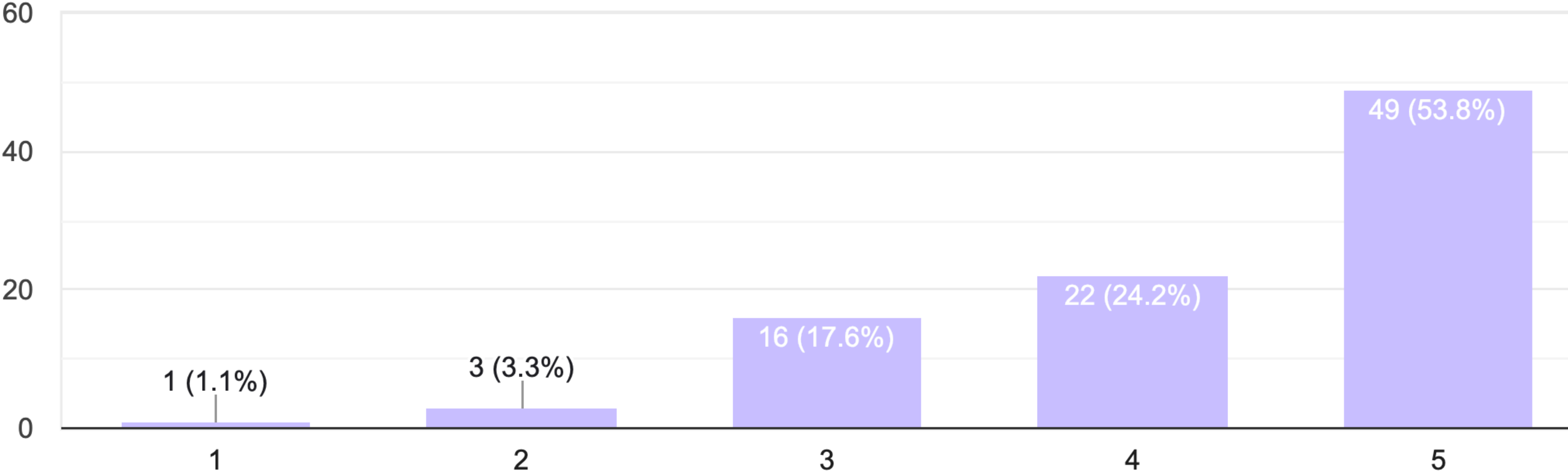
"We need to find ways to help students see mathematical topics as collections of subtopics, sections, and/or special cases the way teachers do, and to use that knowledge to inform themselves about what it is they can and cannot do yet" (p. 233).

"They (students) need to know where they are and where they are going" (p. 234).

"To help students navigate their learning, then, the information we need to transmit to them is the information that helps them know not only what they know, but also what they don't know" (p. 234).

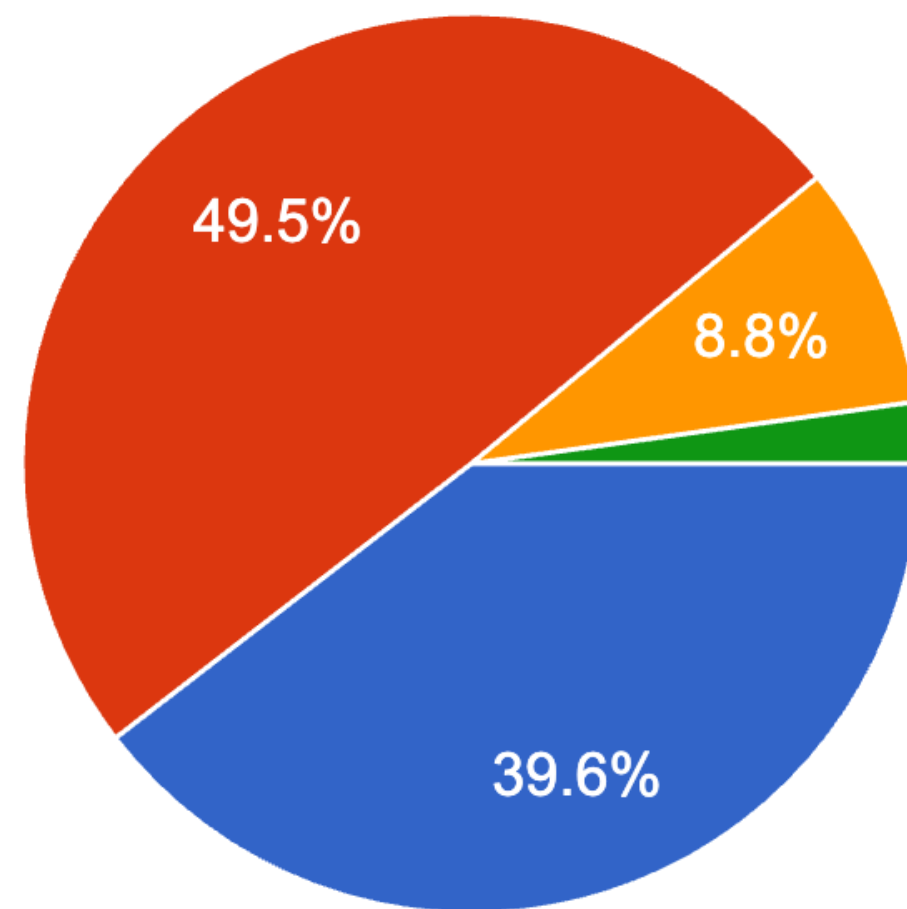
The mild/medium/spicy structure helped me understand my level of learning.

91 responses



After completing a CYU, I understood:

91 responses



- Exactly what I knew and what I needed to improve
- Somewhat what I needed to improve
- Very little about what I needed to improve
- I didn't understand what I knew or what I needed to improve

In Ch. 12 of BTC, Peter mentions the three competencies in a thinking classroom: perseverance, willingness to take risks, and ability to collaborate (p. 209).

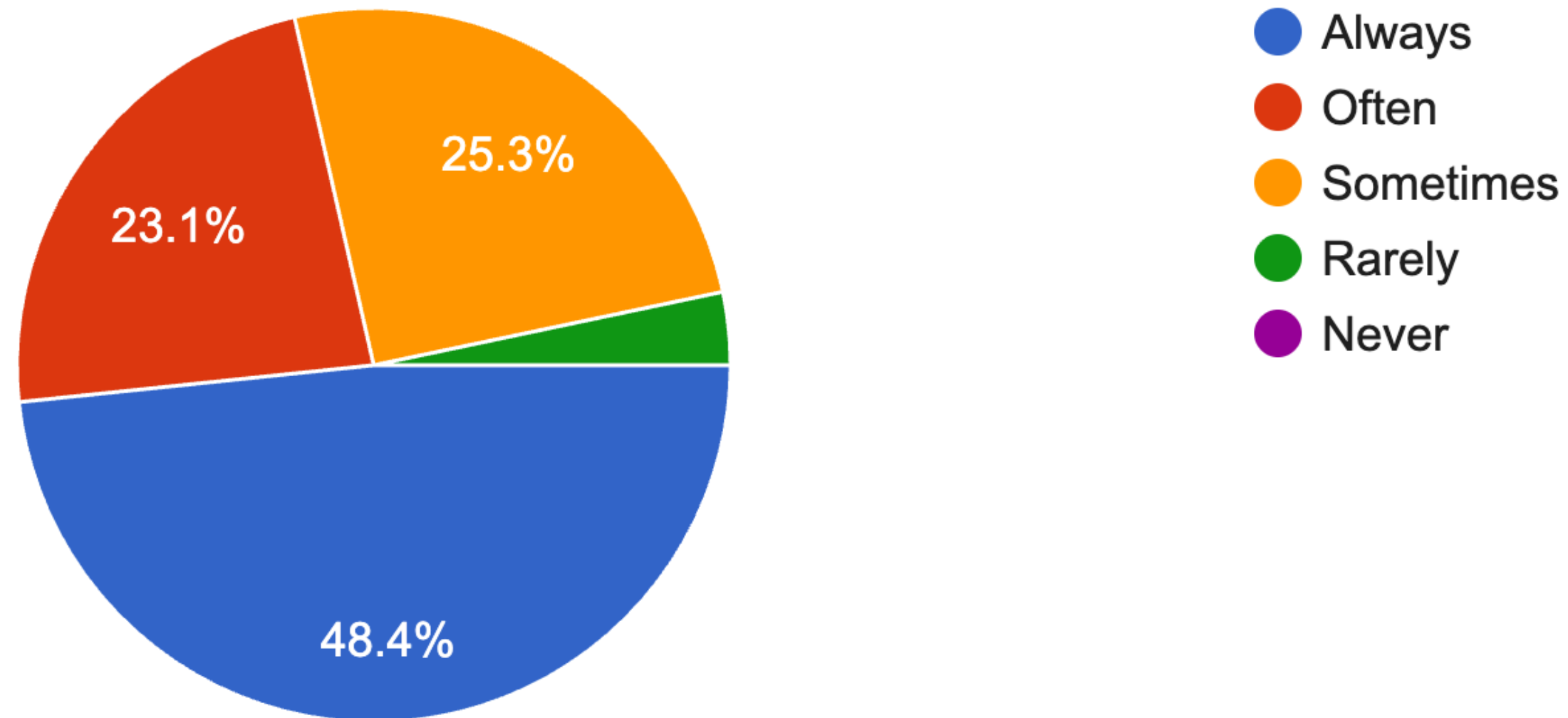
- My assessments showcase perseverance and a willingness to take risks.

Concern: What if a student chooses to do only do the lowest problem? How do I keep students from hitting the 'easy' button?

- Peter addresses students who opt to only complete basic problems due to laziness in FAQ section (p. 244).

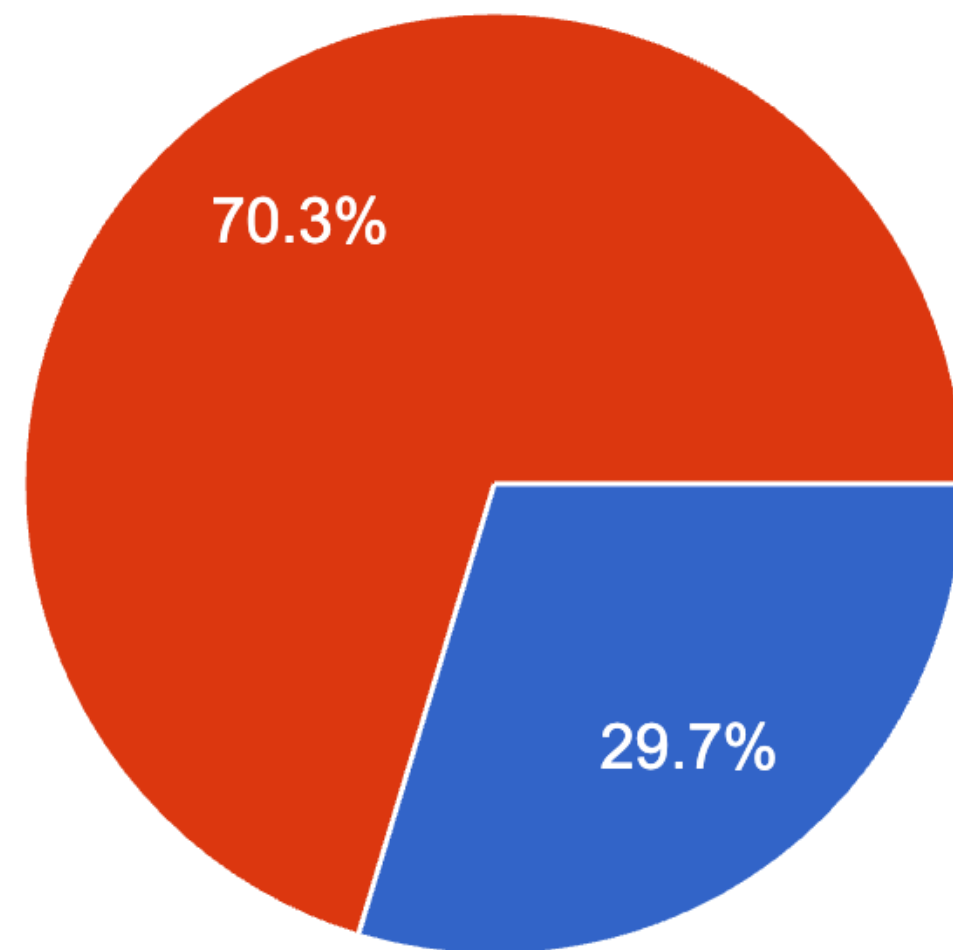
How often did you challenge yourself with medium or spicy problems on quizzes/tests?

91 responses

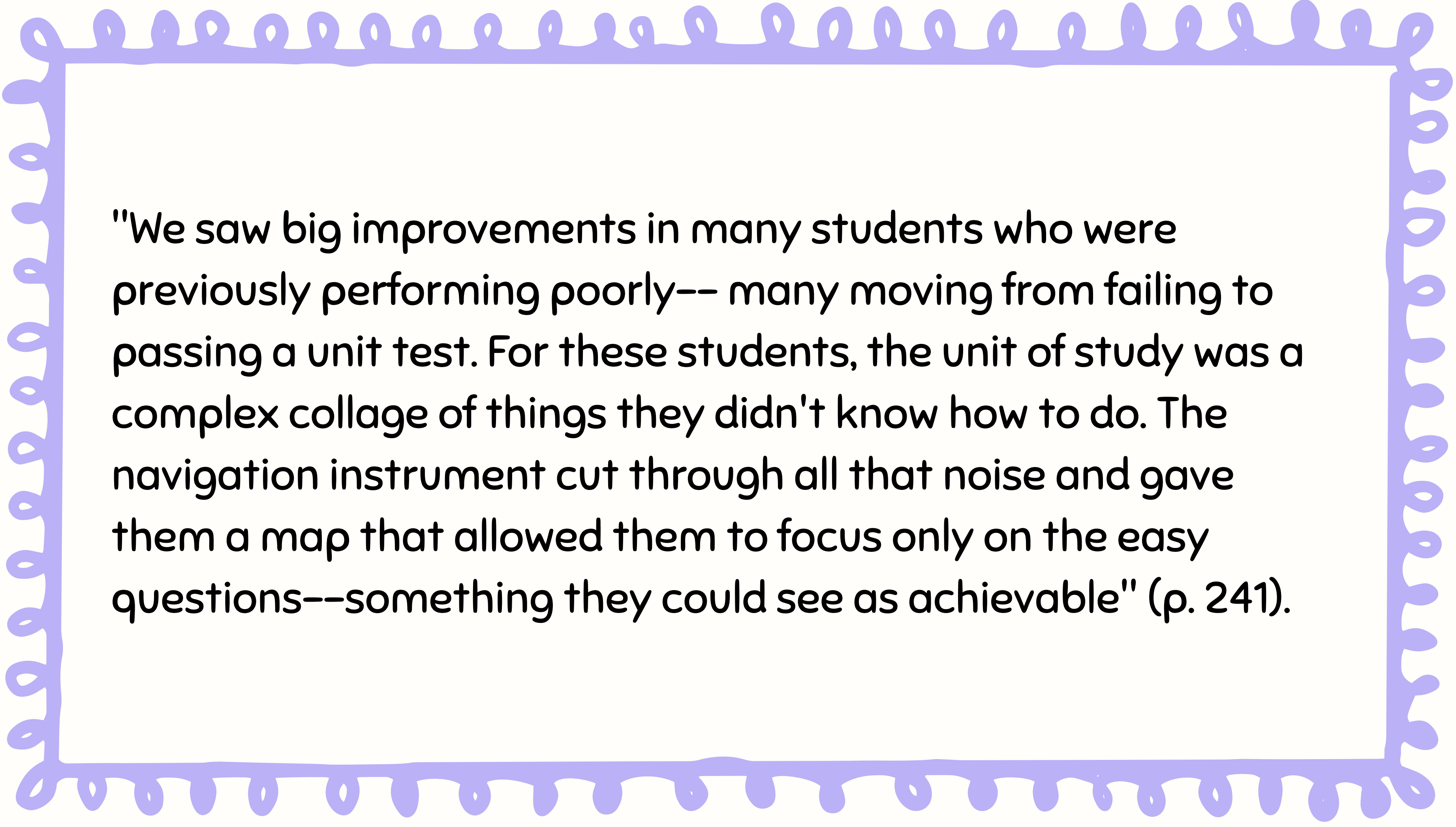


What quiz/test format do you like best?

91 responses



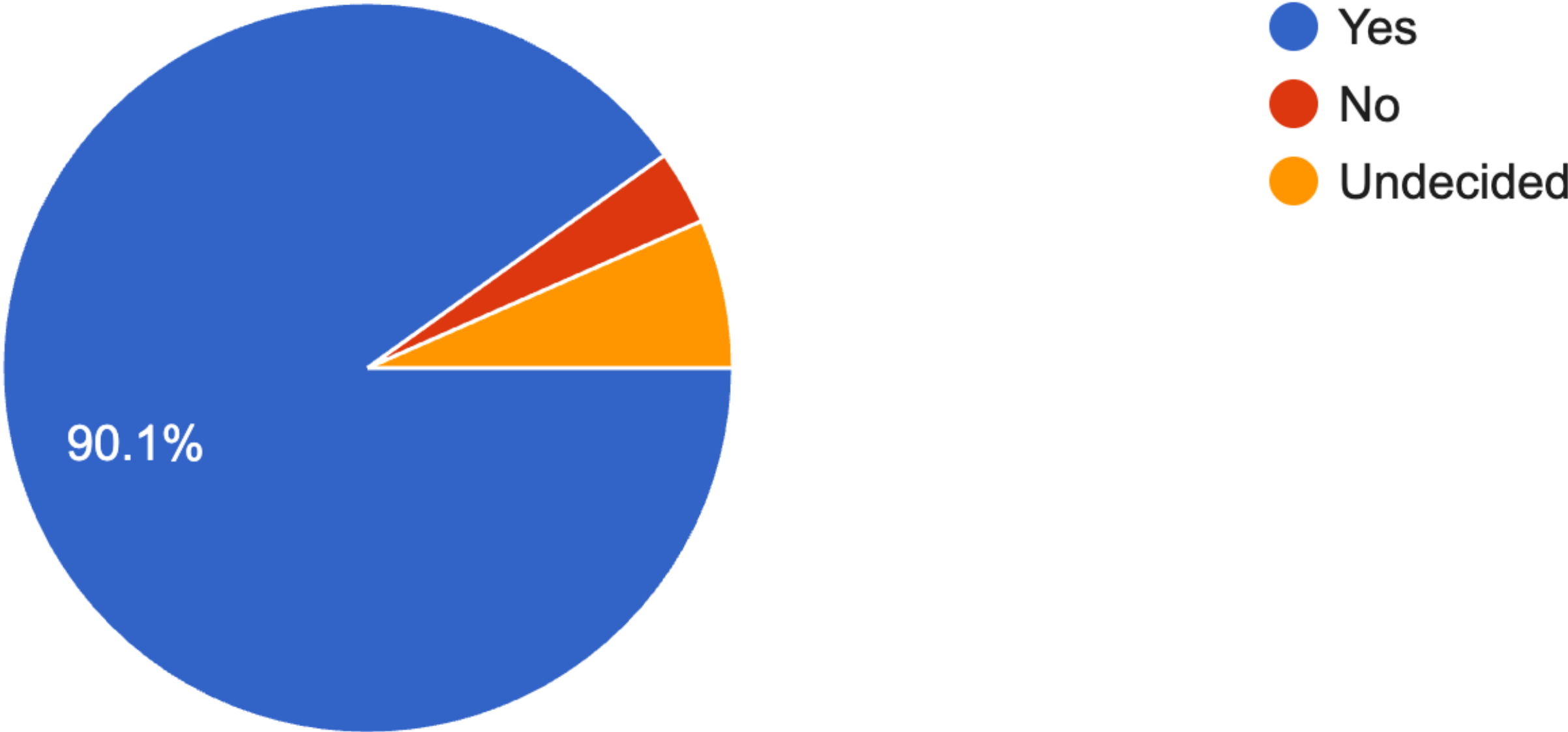
- Traditional multiple choice online
- Keep mild-medium-spicy paper format



"We saw big improvements in many students who were previously performing poorly-- many moving from failing to passing a unit test. For these students, the unit of study was a complex collage of things they didn't know how to do. The navigation instrument cut through all that noise and gave them a map that allowed them to focus only on the easy questions--something they could see as achievable" (p. 241).

Yes or No: You found the way Ms. Tackel graded (50, 65, 85, 100) fair?

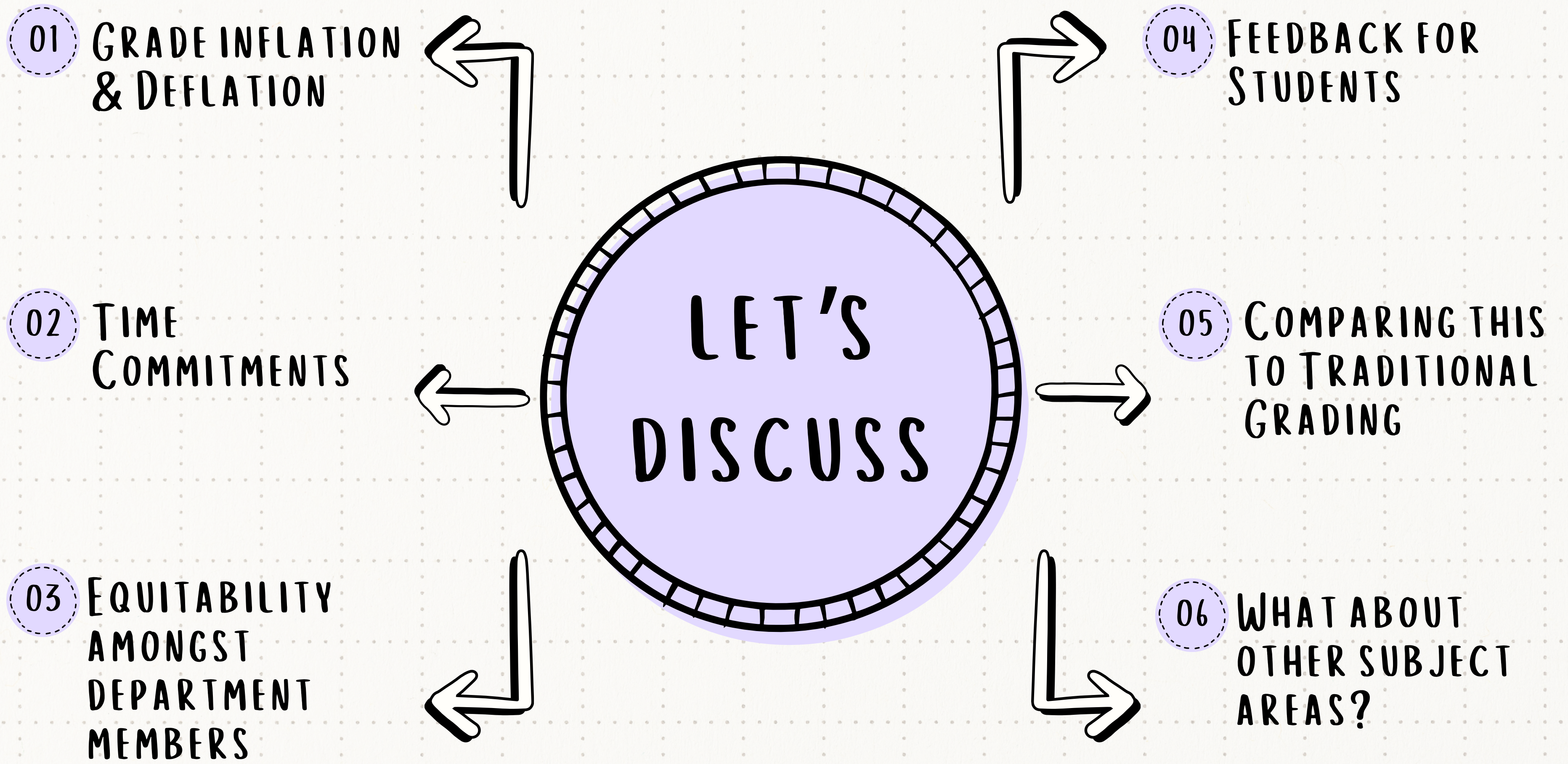
91 responses





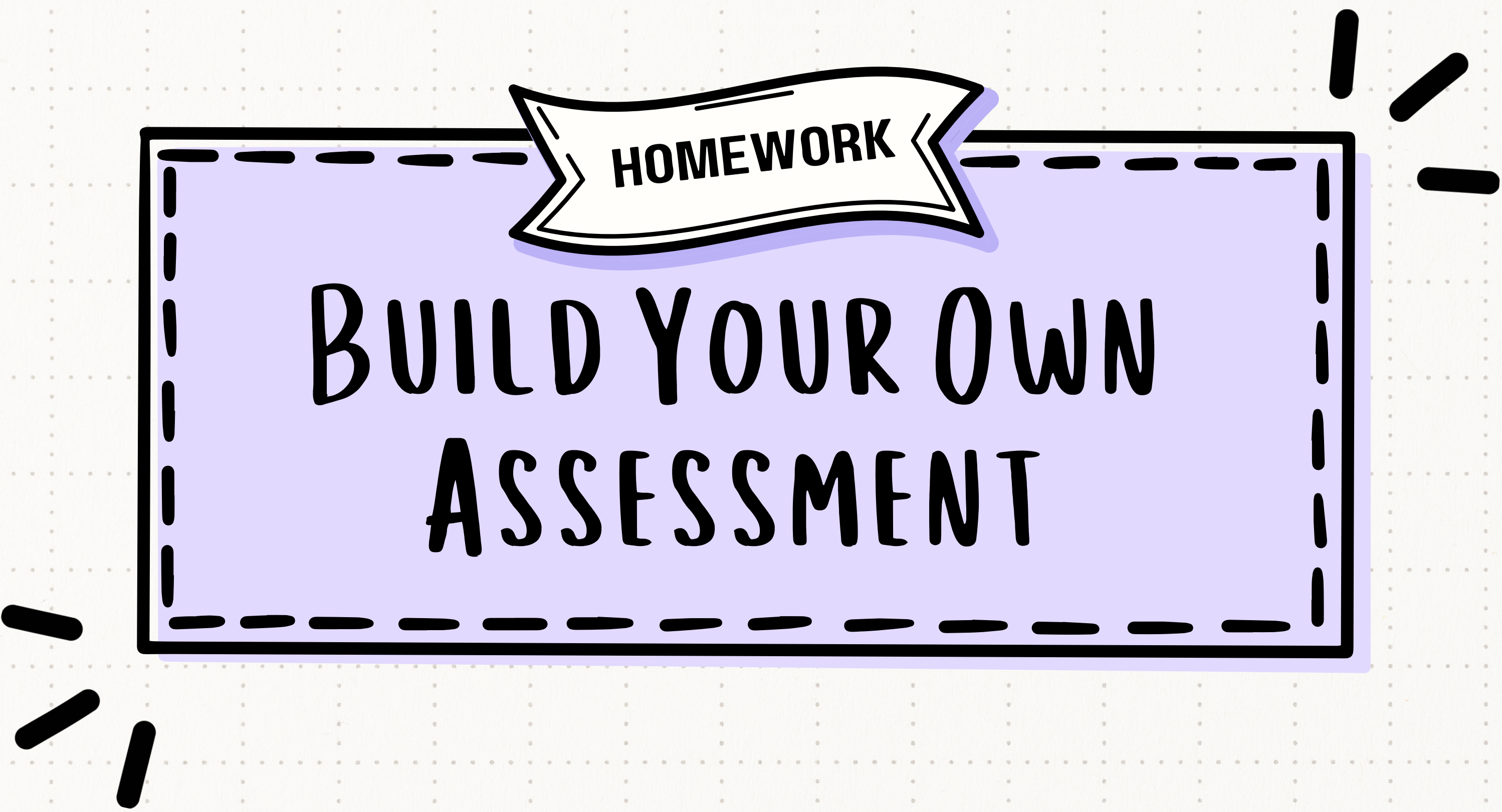
5

QUESTIONS AND CONCERNS



REFLECTION

- What's one grading or feedback shift you'd be willing to try after today?
- What support, collaboration, or next steps would help your department move forward?



HOMEWORK

**BUILD YOUR OWN
ASSESSMENT**

