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- For Further Conversation -

Education Plus Conference 2026

2

This is interesting and fun for everyone, but where is the evidence of the student's competency with polygons, regular and irregular shapes, rotation, translation, faces, edges, vertices, interior angles, the significance of 360 degrees, and other math concepts?

3

4

Assessment is an ongoing process of gathering data (information) in order to provide feedback, monitor progress, and inform next steps in instruction. It's critical partner, feedback, does not judge or indict, nor is either one transactional. They are used to improve learning.

5

Are your assessments physical exams or autopsies?
(Doug Reeves)

6

We're never coy, secretive, or vague about what students are supposed to learn. We demystify learning goals and, "what it looks like," when successful.

7

"Students can hit any target they can see and which stands still for them."

- Rick Stiggins, Assessment expert

If a child ever asks, "Will this be on the test?," we haven't done our job. Great assessment is never kept in the dark, and it's designed so students can monitor their own progression towards the goal.

8

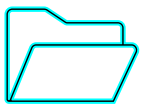
Assessment and grading are never a game of guessing what's on the teacher's mind. Students and parents should know how a student moves from a 0 to 1, a 1 to 2, a 2 to a 3, and 3 to a 4 on any standard.

The implicit is made explicit, with clear transparency for expectations at each level of proficiency. Students know where they stand against the evaluative criteria.

9

Three Great Ideas that Shape our Evidence Culture:

- Stop referring to points, grades, scores, and percentages. Use the proficiency terms only.



- Using the same evaluative criteria that will be applied to their own efforts, ask students to analyze samples from different levels of proficiency, and as they work on their own versions, ask them periodically to explain how their efforts demonstrate the criteria for success.

10

It's appropriate to ask students to prove their proof, give evidence for their evidence.

11

Before designing assessments, collaborate with colleagues & determine your parameters for evidence:

Accuracy
Frequency
Degree of Independence
Agility/Flexibility
Versatility
Efficiency
Thoroughness
Sophistication
Expediency
Level of Safety
Effectiveness

12

Consider using Mastery Learning language: ***"As a result of this lesson/unit, students should know and be able to do the following.."***

Consider the template, KUD:
When it comes to [X],

- **What should students know?**
- **What concepts/connections should students understand?**
- **What should students be able to do, perform, or apply?**

13

In a robust repertoire, we depend upon many kinds of instructional assessments.

Valid
Authentic
Pre-
Formative
Summative
Re-
Alternative
Common
Self-
Disaggregated

14

Validity: The degree to which our assessments accurately measure what we claim to be measuring

15

Remember: We're chasing learning, 'a significant change in long-term memory, ***not*** doing something.

16

We are evidence-based and criterion-referenced. We don't use average, above average, or below average for the descriptor at any level.

These are norm-reference comparisons (How is the student doing in relation to classmates?). We are criterion-referenced instead (How is the student doing in relation to the standard or learning target?).

17

Determine the report of students' learning by comparing their performance to the evaluative criteria set for the standard. Let's be able to explain any grade by analysis of student demonstrations of mastery, not by mathematical tabulation alone.

18

Assessment is authentic to the learner's experience.

19

Pre-Assessments: Three Purposes

Teacher Focus

- To make informed decisions about the next steps in students' instruction

Student Focus

- To provide highly motivating Growth-Over-Time perspective
- To prime the brain, 'putting important content on student's "radar scope" for elevated attention during learning

20

Be very attentive:
Are we using the evidence as formative assessment or for summative judgement?

Put another way:
Is it a diagnostic data-collection, or a final evaluation?

21

22

Wait, how is it fair for one student to get to do an alternative media project instead of the essays I'm assigning the rest of the class?

23

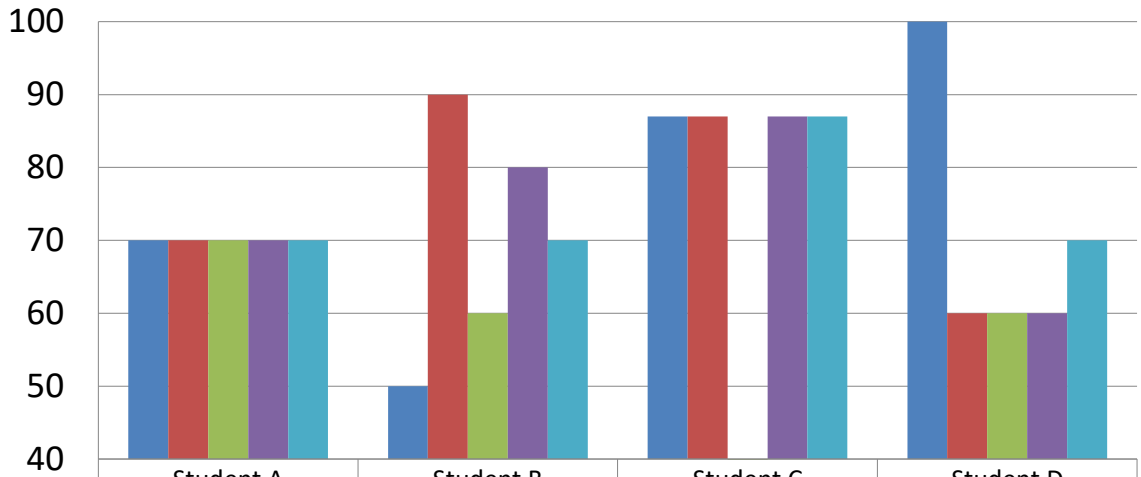
The "Common" in CFA's can refer to common *evidence*, not solely the common vehicle (format) used to deliver that evidence. The effect here is functionally the same: We get a clear sense of a student's progress toward a collaboratively determined learning target, and from that data, we can report progress accurately and inform next steps in instruction - all done with minimal misreporting because we use assessment formats that allow diverse students to express what they know and can do accurately.

Consider:
Common Format or Common Evidence?

24

Assessment must be revelatory (reveal story). So, yeah, write the outcomes/standards at the tops of tests, quizzes, writings, projects, labs, and other assessments, and record the appropriate report of proficiency for each one. Do not mash them up into one test score.

25



	Student A	Student B	Student C	Student D
Fiction	70	50	87	100
Non-Fiction	70	90	87	60
Writing	70	60	0	60
Speaking	70	80	87	60
Listening	70	70	87	70

26

TEST X

Student: _____

Date: _____

Code	Math Standard	Proficiency Level Demonstrated
A.1		3
A.2		3
G.5		3
G.11		4
G.12		3

- Test is organized as normally done, but codes for the specific standards being assessed by each prompt are placed next to each of those prompts.
- Test is organized into segments, with all the questions assessing a particular standards located together.

27

- No, she didn't have the requested 1-inch margins, but did have a strong writer's voice.
- No, she didn't use a color printer per your directions, but she did graph and interpret the data correctly using a pencil and graph paper.

28

Eighty percent of word problems are far more a matter of reading comprehension than they are of math.
Make sure students understand the situation in the word problem, then ask them to employ the math in the service of its solution.

29

In effective assessment, proficiency scales and rubrics are used primarily for students to self-monitor their own learning progression and inform next steps in learning, *not* just for teachers to explain the final grade.

30

Without clearly communicated proficiency scales and rubrics, it's much harder for students to self-assess/monitor learning as timely, descriptive feedback so vital to student success is impossible. Here, learning becomes a passive act: Students wait for someone else to arbitrate their learning rather than owning it themselves, which undermines agency, self-efficacy, and maturity.

31

- Students better understand the standards and outcomes
- Students are less dependent on teachers for feedback; they independently monitor their own progress
- Students develop metacognitive skills and adjust what they are doing to improve their work
- Students broaden learning when they see how peers approach tasks
- Students develop communication and social skills when required to provide feedback to others.

-- from Manitoba's Communicating Student Learning, 2008

Student Self-Assessment: For specific ideas on student self-assessment, dive into descriptive feedback techniques and student led conferences.

32

- What are we teaching?
- What qualifies for excellence in this – and each of the other proficiency levels?
- What prompts/formats would create accurate reports of proficiency?
- Do these formats align with effective assessment principles? *(continued)*

Creating Assessments

33

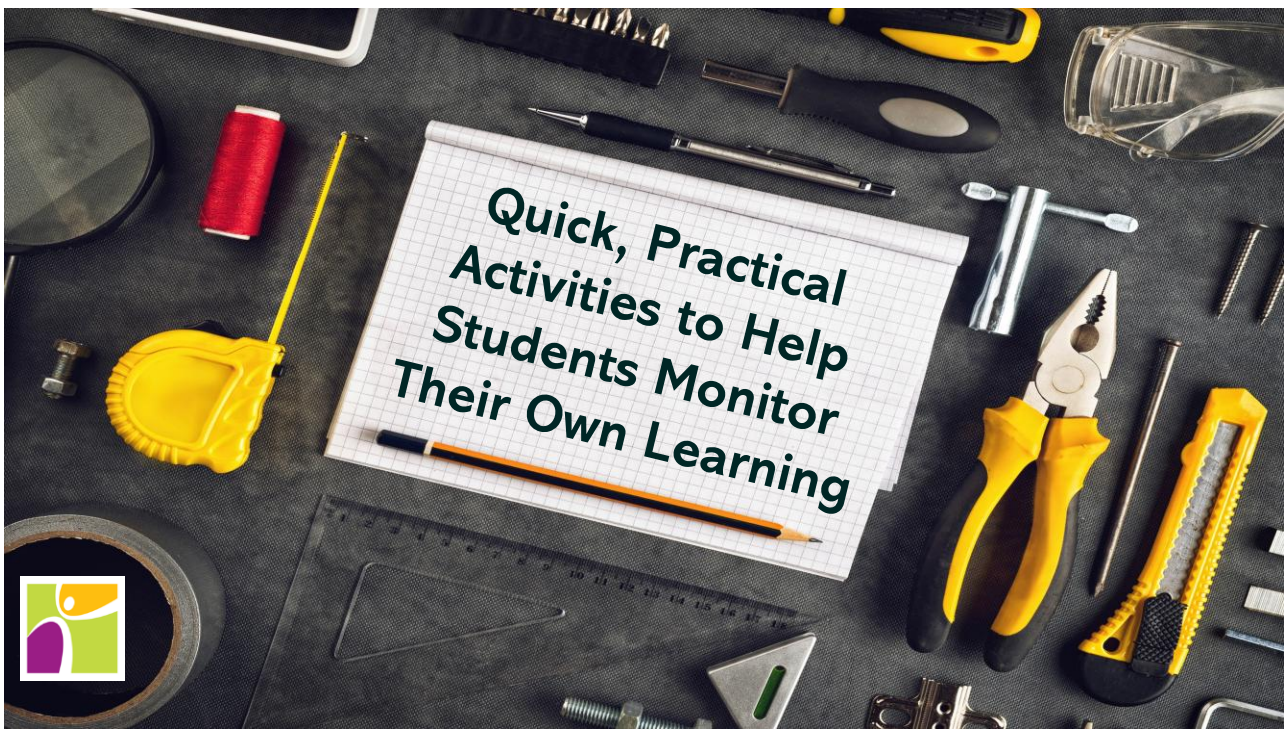
- Have we calibrated our assessment items with standards: Do they create clear, accurate, and enough evidence to determine proficiency?
- Are there other options for expression of proficiency we can offer that would be more meaningful to students and provide the same evidence?
- How will students be able to use the data from this assessment to monitor their own learning?

Creating Assessments

34

Test drive assessments with a colleague.

35



36

Today I Will …
So That I Can…

Today I will…create a 3-D model illustrating the phases of the moon.

So that I can…understand the roles of the sun, revolution, and the earth's tilt off its vertical axis in producing the phases of the moon.

I am successful when…I can describe and explain the phases of the moon to someone and how they happen.

37

Today I Will … So That I Can..

Today I will…analyze the characters of Ender's Game by creating character maps.

So that I can…connect characteristics of the story's characters to the plot and theme of the book, particularly as Ender and Bean change over time.

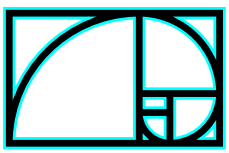
I am successful when…I can accurately describe character traits and how Ender and Bean relate to others on their team and other teams using evidence from the text.

38

Make sure students see the difference between merely recognizing something as familiar and actual proof of real understanding/mastery of the topic. Ask them to describe what they know about the topic aloud or in writing.

39

Helpful Activity When Writing about Math



- Paragraph 1: What is the problem about? What am I supposed to find?
- Paragraph 2: Step-by-Step explanation: First, I…, then I…Finally, I…
- Paragraph 3: My answer is _____. My answer makes sense because…

-- Adapted from Kenney, quoting Jubinville, 2005, p. 38

40

Annotation? YES!

41

Sample Annotation Symbols

Super important

I disagree with this

Key vocabulary

Key element/point

Made a connection here

Author **C**laim

This is exciting, surprising, or angering, 'strong reaction

I agree with this

Confusing or unclear to me

As I read this, I'm thinking about…

Evidence ('can be numbered)

42

How Do I Know if I'm Understanding This?

- I can "picture" it in my mind.
- I can explain it to someone else.
- I can draw an accurate picture of it.
- I can paraphrase or summarize the content.
- I can catch errors in my own and others' work.
- I can define the vocabulary of the topic accurately.
- I can connect the ideas or information to other topics.
- I can identify the main idea and its supporting details.
- I can answer the questions correctly on progress quizzes.
- I can read about the topic and actually remember what I read.
- I feel like I've changed my mind about the topic based on what I'm learning.

43

Use "I can" Statements with Specific Course Content:

[From Cabrillo Point Academy, CA, https://cabrillopointacademy.org/]

- 8.EE.B.5: I can graph proportional relationships. I can interpret the unit rate as the slope of a graph. I can compare two proportional relationships that are shown in different ways.
- 8.EE.B.6: I can use similar triangles to explain why the slope (m) is the same between any two specific points on a non-vertical line in the coordinate plane. I can find the equation y=mx for a line through the origin. I can find the equation y=mx+b for a line that intercepts the vertical axis at b.
- 8.EE.C.7: I can solve linear equations in one variable

44

[From https://www.eliteacademic.com/wp-content/uploads/2021/03/7th_Grade_Social_Studies_Checklist.pdf

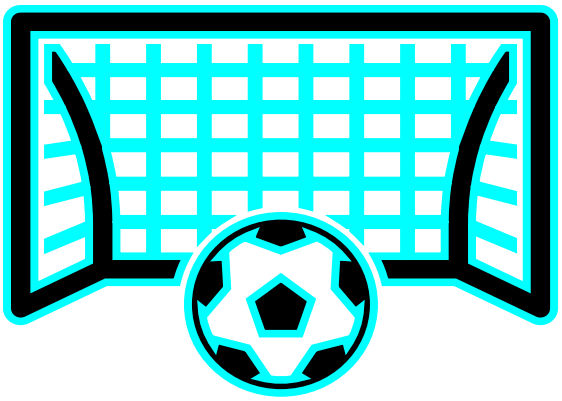
- 7.1: I can tell you about the causes and effects of the spread and fall of the Roman Empire.
- 7.1.1: I can discuss the strengths/contributions (citizenship, rights, art, architecture, engineering, philosophy, Christianity) and weaknesses (autonomous military powers, corruption, slavery, lack of education, distribution of news) of the Roman Empire.
- 7.1.3: I can discuss Constantine, Constantinople, and the development of the Byzantine Empire. I can talk about the Eastern Orthodox and Roman Catholic civilizations, including their views on church-state relations.
- ❑ 7.2: I can look closely at the geographic, political, economic, religious, and social structures of Islam during the Middle Ages.

45

- Begin each day (or selected days) with a written self-test for students. (Dr. Daniel Willingham)
- Conduct a pre-assessment to get baseline data on students' understanding before the unit begins, then bring it out intermittently during the unit of study, asking students to identify where they are in relation to their learning goals.

46

Ask students to create SMART goals and Help Them Monitor Progress in Each One. SMART Goals are academic and personal goals that are:



Specific
Measurable
Achievable
Relevant
Time-bound

47

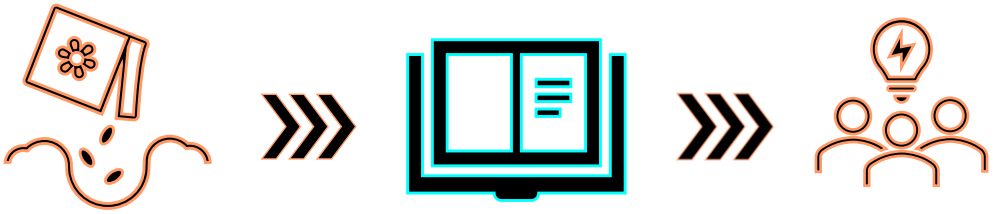
Task		Due Date	Submission Date
Learning Target	Success to Repeat on Summative	Struggle I Had This Time	How to Fix it for Summative

From, *Coaching your Classroom* by Garnet Hillman & Mandy Stalets;
Original idea from Aric Foster and Megan Moran, 2012

48

When interacting with text, diagrams, visuals, performance, listening, viewing, and any other content medium, consider the three parts of the experience:

Before **During** **After**



What we do with students before the experience to build capacity for the experience and learning to come
What we do during the learning to facilitate thoughtful engagement, clarity, accurate understanding, and processing of content
What we do after the experience to help students reflect and make connections (meaning-making)

49

Suggested Experiences to Provide **Before** Engaging with any Content

- Preview the titles, subtitles, graphics/pictures/tables/maps, and anything bold or italicized
- Pre-define bold-faced or italicized words
- List a few questions sparked by what you see
- Identify the audience for text, visual, or performance
- Use anticipation guides
- Establish a double-entry journal for interactions
- Offer students a graphic organizer to complete with the intended content, and orient them to its expected elements
- Consider what you know about the topic already – activate prior knowledge
- Predict what the reading will be about
- Consider the context in which something is being presented or created as well as the author's background in the topic
- Identify the purpose for reading/viewing/listening/engaging: *"I'm reading/viewing this in order to…" "As a result of reading/viewing this, I will know… and be able to…."*

50

Suggested Experiences to Provide **During** Engaging with any Content

- Try to visualize what is happening. Draw a diagram, graphic, or map, if needed.
- Identify main ideas/claims and the supportive evidence for each one
- Annotate in the margins and in the midst of text
- Ask how what you're reading/viewing/hearing fits with what you know already, or how it's changing what you thought you knew
- Use context clues and read material aloud if something is not clear
- Read once for the overall gist, then read a second time for the details
- Pose questions to yourself: *So, where does this go next? What is the sequence so far? How does that compare to _____? What would _____ say about this? Am I understanding this – How do I know? How does this fit into what we're studying? Can you draw any conclusions yet? Is this biased in any way?*
- Paraphrase/Summarize in small chunks: *So, what the author is saying here is…"*
- Use Fix-Up Strategies
- Identify unfamiliar or unclear vocabulary and look up their definitions

51

Suggested Experiences to Provide **During** Engaging with any Content, part 2

- Find or construct the topic sentence or main idea of paragraphs and passages
- Question the Author (QtA)
- Compare what you are reading/viewing/hearing with something in another domain
- Self-monitor your comprehension: How do you know if you understand something and how do you know when you don't?
- Make entries into Double-Entry Journals
- Take notes.
- Highlight text based on purpose, using different colors for different elements
- SQ3R: Survey-Question-Read-Recite-Review
- Check in on your predictions and adjust them as needed

52

Suggested Experiences to Provide **After** Engaging with any Content

- Identify what you think the structure of the writing was and why you believe it was that structure.
- Analyze: Identify the smaller parts that make up the whole, break larger elements down to their component pieces
- Infer the author's meaning and intent
- Connect back to your purpose – Was it achieved? How do you know?
- Draw conclusions, inferences, and make connections – Answer the question of what this all means – Consider doing this through an artistic medium
- Create a thoughtful summarization of the salient points and their details
- Choose an element in the experience, and complete the statement: *"I used to think…., but now I think…."*
- Complete an Exit Slip
- Complete a Frayer Model organizer
- Reciprocal Teaching (Teach what you've learned to others)
- Think-Pair-Share

53

Use Fix-It Strategies

Reread
- Slow Down
- Read Ahead
- Read Aloud
- Visualize
- Ask Questions
- Look Up Words
- Use Context Clues
- Use Text Features
-Connect to Prior Knowledge
- Put it into your own words
- Break words down into their parts

54

Question the Author Suggestions:

- Does this make sense to you?
- What do you think the author is attempting to say here?
- Why do you think the author chose to use this phrase or wording in this specific spot?
- Did the author explain this clearly?
- Did the author tell us why?
- Why do you think the author tells us this now?
- How has the author let you know that something has changed?
- How has the author settled this for us?

- https://www.readwritethink.org/professional-development/strategy-guides/question-author

55

T-List or T-Chart: Wilson's 14 Points

Main Ideas	Details/Examples
Reasons President Wilson Designed the Plan for Peace	**1.** **2.** **3.**
Three Immediate Effects on U.S. Allies	**1.** **2.** **3.**
Three Structures/Protocols created by the Plans	**1.** **2.** **3**

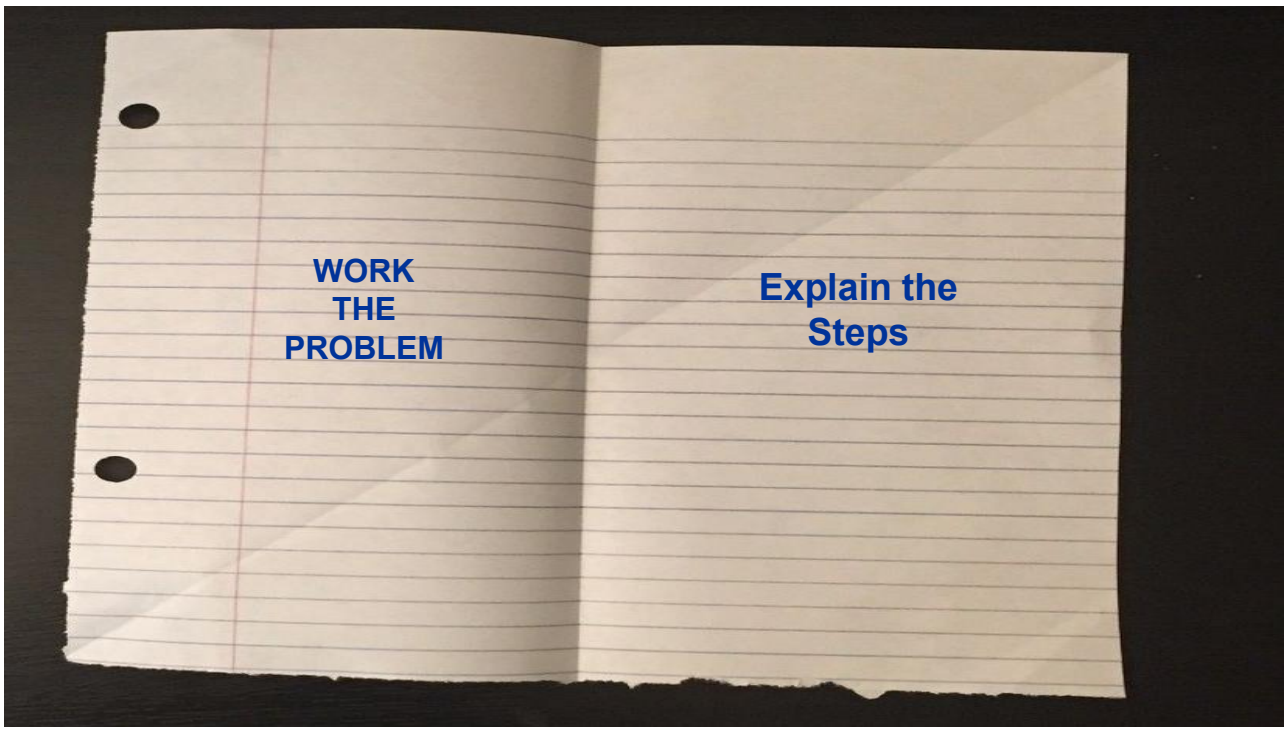
56

Cornell Note-Taking Format

Reduce	Record
[Summarize in short phrases or essential questions next to each block of notes.]	*[Write your notes on this side.]*

Review -- *Summarize (paragraph-style) your points or responses to the questions. Reflect and comment on what you learned.*

57



58

- **A $2 Summary:** Tell students that they have a $2.00 budget to summarize the day's lesson or a recent reading, and each word costs 10 cents.
- **What Are Others Wondering?** Ask students to "think of a question you think someone else in the class might have about today's lesson."
- **Misconception Check:** Give students a common misconception about the topic they're studying. Students, "…identify the flaw or error in the statement, *[then]* …correct the error with an accurate explanation."

- Daniel Leonard, "28 Ways to Quickly Check for Understanding," Edutopia, April 19, 2024, https://www.edutopia.org/article/quick-ways-to-check-for-understanding/

59

Borrow a few ideas from the world of student-led conferences…

60

Let me tell you…

- What worked for me, and what did not
- What I will change in my learning or study practices next time
- Where I started, where I ended up, and what decisions I made in order to learn (or be successful)
- What I learned about myself as a student
- Where I'm going next with this

61

Sample from Patti Kinney's work:

I will start by telling you about my most rewarding piece of work is _____. It is most rewarding because _____. A learning target we focused on was _____. This sample of work shows I met this learning target, because I am able to _____.

My most challenging piece of work is_____. It is most challenging because _____. A learning target we focused on was_____ _____. This sample of work shows I met this learning target, because I am able to _____.

62

For Self-Reflections:

- What makes this your best piece?
- Why did you select this piece of work for your portfolio?
- If you could work further on this piece, what would you do?
- How is your work now different from your work at the beginning of the year?
- What skills have you learned from doing this piece?
- What did you find most challenging about this project?

Sample for Patti Kinney's work:
//efaidnbmnnnibpcajpcglclefindmkaj/http://mlei.pbworks.com/f/SLCPP.pdf)

63

64

Consider the Possibilities…

With the same content or skills, students can:

- Create, solve, or do the task
- Critique others demonstrating the skill or content, offering proof when things are correct and advice on how to improve performance when things are weak or incorrect
- Use the content and skills to respond to novel applications, incorporate different variables, or respond in a non-formulaic way
- Describe concepts and skills in terms of other domains (Use metaphors and analogies)
- Analyze and respond to potential misconceptions others might have regarding the topic
- Express clear mastery of the topic via a different medium

65

Innovative Assessment Prompts for Use in Multiple Subject Classes:

- Build physical model with one moving piece that accurately expresses this abstract concept. Be prepared to defend it as an accurate representation as classmates critique its elements.
- One of these is impossible to answer, figure out which one and explain why.
- For each multiple-choice problem, explain why your answer is correct and the others are not.
- Identify four metaphors for this science, math, writing, engineering, art, music, health, government, legal, media, or philosophical concept and a favorite sport or hobby.

66

Innovative Assessment Prompts for Use in Multiple Subject Classes:

- Here's how five different classmates responded to this particular question – Who did it correctly, and how do you know? Who did it incorrectly, and what would they need to be re-taught?
- Given this question, here is its correct answer. Demonstrate two different ways to arrive at this answer.
- Have a debate between two of these components about who's function has more impact on the success of the whole. [Alternatively: 'Between two historical/literary/scientific figures about a modern debate topic.

67

- Would your answer to the previous question change if you were given this new variable…? Why or why not?
- Add your own voice in the assessment: If we left your name off the project, would we know it was you that created it? Express your individual voice in at least three elements.
- Create podcast debates between historical figures or inanimate elements of our topic of study
- Create a series of postcards or Instagram reflections from specific characters in their novels.

68

For each of the assessment examples that follow, consider their transferability to other subjects and grade levels.

a

For example, students can create a pretend interview with book character, a religious or historical figure, or an inventor, but they can also interview parallel lines about a day in their lives, a water molecule about its journey through the water cycle, or the Declaration of Independence and how it came to be.

69

Innovative, Substantive Assessment Products

A soap opera about valence among chemical elements

A "Wanted: Dead or Alive" poster about Preposition Pete ("He was last seen in the OverHill'n'Dale Saloon, at the table, in the dark, under close scrutiny of other scalawags…")

Compose a ballad about the cautious Massasoit tribe coming to dinner with Governor Bradford and his colony in 1621.

Interpret the Internet for Amazonian inhabitants that have never lived with electricity, let alone a computer.

70

Innovative, Substantive Assessment Products

Argue for and against [X] as a healthy way to build a country – Provide at least two arguments for each position.

Classify the Greek gods and goddesses according to three different criteria.

Predict the limiting factors for this habitat twenty-five years from now.

Retell a fairytale or myth of your choosing with one of the *[math, science, historical, art, logic, economic, philosophical, engineering]* concepts we've been studying as its central theme.

71

Innovative, Substantive Assessment Products

A comic strip about the mantissa (the decimal-fraction part of a logarithm), or for younger students, about mixed numbers.

A mysterious yet accurate archeological map concerning the quadratic formula

A field guide to the asymptotes of a hyperbola *(the diagonals of the rectangle formed by the lines x= a, x= —a, y= b and y= -b in the hyperbola: x squared over a squared – y squared over b squared)*

A coloring book about Amendments 1, 2, 3, 4, and 10 to the Constitution

72

Innovative, Substantive Assessment Products

- A hip-hop or rap song that expresses the order of Presidential succession
- A grocery list for Taiga biomes or a grocery list for friendship
- A mural that accurately expresses the "checks and balances" nature of our Federal government's three branches: judicial, legislative, and executive
- A sculpture or mobile that teaches observers about latitude and longitude
- A pop-up book on liquid and dry measures

73

Innovative, Substantive Assessment Products

Choose Between Two Metaphors:

- After reading the text, which item is more indicative of the true nature of our government's diplomacy: a doorknob or doormat, and why do you believe as you do?
- The beads of sand in a beach, or the dead seaweed washed up on that same beach: Which one is the best expression of the Law of Conservation of Energy in physics, and how so?
- The First Amendment to the U.S. Constitution is most similar to which type of dance: modern ballet or the Tango, and why?

74

Innovative, Substantive Assessment Products

Interdisciplinary Language Studies (2005, Amy Benjamin) - "Use the terminology of one subject to describe what they are learning in another…use literary terms, such as irony, to discuss what [students] learned in biology, social studies, and math:

- English/Biology: Like a word that is out of rhyme, mutations interfere with genetic rhythm and expectations
- English/Social Studies: In both the Russian and French revolutions, bread was the metaphor for widespread frustration at the excesses of the ruling classes who refuse to respond to the needs of the masses." (p.129)

75

Innovative, Substantive Assessment Products

From Rick Wormeli and Dedra Stafford:

- How could types of rock (sedimentary, metamorphic, igneous) describe elements of effective speeches? What in mathematics is conjugated, as we do with verbs in Spanish or French class?
- Describe new coding software in terms from physical education class that describe one's health, proper exercise, or dietary cautions.
- How could art terms (tone, composition, postmodern, stippling, shading, contour, fresco, cubism, impressionism, perspective, palette, tint) be used

76

Innovative, Substantive Assessment Products

Given this question, here is its correct answer. Demonstrate two different ways to arrive at this answer.

Have a debate between two of these components about who's function has more impact on the success of the whole. [Alternatively: 'Between two historical/literary/scientific figures about a modern debate topic.

Would your answer to the previous question change if you were given this new variable…? Why or why not?

Create podcast debates between historical figures or inanimate

77

Summarization Techniques also make great assessment tools!

Six Word Memoirs

Sample:

"For sale: baby shoes, never worn."
- Ernest Hemingway

Other Samples:

Need more friends or more hobbies.
Old age approaches. Better start now.
My entourage asleep in his crib.
Some shoes will take you anywhere.
Life packed neatly away in boxes.
My greatest ideas involve duct tape.
Two eyes open, but still nearsighted.
Hobby became job. Seeking new hobby.

78

3 – Identify three characteristics of Renaissance art that differed from art of the Middle Ages

2 – List two important scientific debates that occurred during the Renaissance

1 – Provide one good reason why "rebirth" is an appropriate term to describe the Renaissance

3 - 2 - 1

3 – List three applications for slope, y-intercept knowledge in the professional world

2 – Identify two skills students must have in order to determine slope and y-intercept from a set of points on a plane

1 – If (x1, y1) are the coordinates of a point W in

79

3 – Identify at least three differences between acids and bases

2 – List two uses of acids and two uses of bases

1 – State one reason why knowledge of acids and bases is important to citizens in our community

80

Backwards Summaries

"Make the web from which this paragraph came."

"Here's the completed math solution. What would happen if I had never considered the absolute value of x?"

"Here's the final French translation of this sentence. What if I had not checked the tense of each verb?"

"Here's a well done concerto. What happens if I remove the oboe's eight measures on page 4?"

"Here's a well-done lab procedure. What happens if I don't use distilled water?"

81

Summarization Pyramid

Great prompts for each line: Synonym, analogy, question, three attributes, alternative title, causes, effects, reasons, arguments, ingredients, opinion, larger category, formula/sequence, insight, tools, misinterpretation, sample, people, future of the topic

82

Today I Will …
So That I Can…

Today I will…create a 3-D model illustrating the phases of the moon.

So that I can…understand the roles of the sun, revolution, and the earth's tilt off its vertical axis in producing the phases of the moon.

I am successful when…I can describe and explain the phases of the moon to someone and how they happen.

83

Today I Will … So That I Can..

Today I will…analyze the characters of The Parker Inheritance by creating character maps.

So that I can…connect characteristics of the story's characters to the plot and theme of the book.

I am successful when…I can accurately describe character traits and how each character relates to others by using evidence from the text.

84

Concept Ladder

(J.W. Gillet, C. Temple, 1986, as described in *Inside Words*, Janet Allen)

Concept:

Causes of:

Effects of:

Language associated with:

Words that mean the same as:

Historical examples:

Contemporary examples:

Evidence of:

Literature connections made:

85

Exclusion Brainstorming

The student identifies the word/concept that does not belong with the others, then either orally or in writing explains his reasoning:

Mixtures – plural, separable, dissolves, no formula

Compounds – chemically combined, new properties, has formula, no composition

Solutions – heterogeneous mixture, dissolved particles, saturated and unsaturated, heat increases

Suspensions – clear, no dissolving, settles upon standing, larger than molecules

86

Change your verbs!

Analyze…	**Construct…**	**Interview…**
Revise…	**Rank…**	**Interpret…**
Decide between…	**Argue against…**	**Expand…**
Why did…	**Argue for…**	**Predict…**
Defend…	**Contrast…**	**Develop…**
Devise…	**Develop…**	**Categorize…**
Identify…	**Plan…**	**Suppose…**
Classify…	**Critique…**	**Invent…**
Define…	**Rank…**	**Imagine…**
Compose…	**Organize…**	**Recommend…**
Build…	**Organize…**	**Connect…**

87

"Word Link"

- **Each student gets a word.**
- **In partners, students share the link(s) between their individual words.**
- **Partner team joins another partner team, forming a "word cluster."**
- **All four students identify the links among their words and share those links with the class.**

-- Yopp, Ruth Helen. "Word Links: A Strategy for Developing Word Knowledge," Voices in the Middle, Vol. 15, Number 1, September 2007, National Council Teachers of English

88

Categorizing Games

Any game in which students categorize items according to identified criteria. No one category can have less than three items that share that common characteristic.

Classify numbers, historical figures, literary devices, elements, uses of a particular object, plants, animals, insects, shells, rocks, and so on. Examples:

- Categorize the Greek gods and goddesses three different ways (domains/powers, relationships, chronological appearance, frailties…)
- "Word Sorts"
- Sort these student essays (products) into "Proficient," "Good, but in need of improvement," and "Struggling."

89

One-Word Summaries

"The new government regulations for the meat-packing industry in the 1920's could be seen as an opportunity…,"

"Picasso's work is actually an argument for….,"

"NASA's battle with Rockwell industries over the warnings about frozen temperatures and the O-rings on the space shuttle were trench warfare…."

Basic Idea: Argue for or against the word as a good description for the topic.

90

4-Square Synectics

Brainstorm four objects from a particular category (examples: kitchen appliances, household items, the circus, forests, shopping malls).

In small groups, brainstorm what part of today's learning is similar in some way to the objects listed.

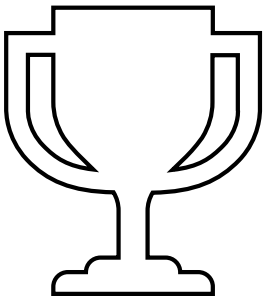
Create four analogies, one for each object.

Example: *How is the human digestive system like each household item: sink, old carpet, microwave, broom*

Example: *How is the Pythagorean Theorem like each musical instrument: piano, drum set, electric guitar, trumpet?*

91

"Awards"
(p. 68, *Checking for Understanding*, ASCD, 2010)



- Students recommend someone or something for an award that they or the teacher have created based on their understanding of the topic:
  - "Busiest Part of Speech" Award
  - "Most Likely Mistake We Make while Graphing Data" Award
  - "Most Important Literary Device in this Novel" Award

92

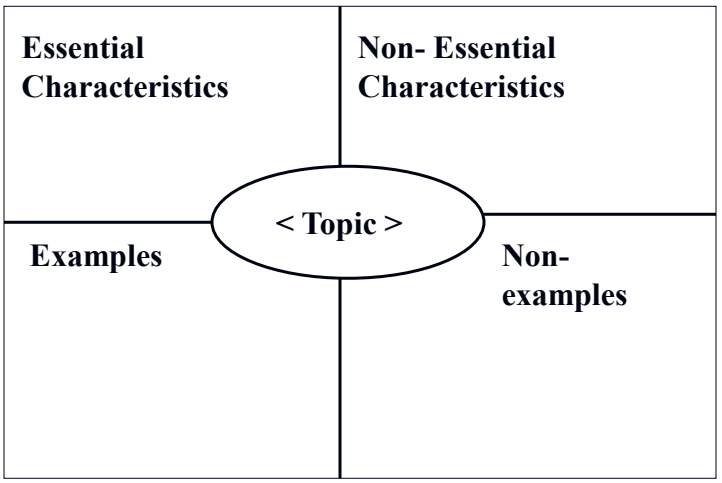
Taboo Cards

Turn an index card vertically and write a vocabulary word or concept at the top. Place a thick line underneath that word. In the remaining space under the line, write four or five words/concepts your students would normally associate with the vocabulary word.

93

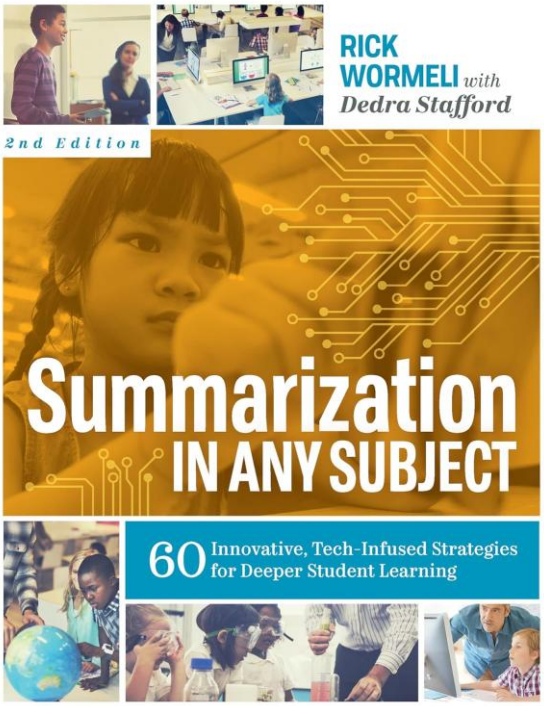
The Frayer Model

[Frayer, Frederick, Klausmeier, 1969]



94

A lot of these ideas are in in this super helpful book.



95

Question #13: What is the best way to describe the Renaissance?

A. all of the below accept "d"

B. a period in which all the great artists lived

C. an age of widespread feudalism and rampant religious "correctness"

D. an age that turned scientific and artistic pursuits toward mankind instead of the church

E. an age of rebirth

F. none of the above

96

Mix traditional and not-so-traditional questions and prompts.

- Traditional items include: matching, true/false, fill in the missing word, multiple choice, definition, essay, and short answer.

- Not-so-Traditional items include: analogies, drawings, diagrams, analyzing real-life applications, critiquing others' performance or responses, demonstration or performance, integrating more than one topic, exclusion brainstorming, deciphering content clues that, when put together, reveal a secret message or conclusion.

97

Turn more traditional test questions into innovative versions. For Example, "Define the Latin word root, terra," can become: "In the spaces below, write what you think each real or nonsense word basically means:

- Terratempo -- _____
- Zotox -- _____
- Noveloc -- _____
- Lithjector -- _____
- Sophipsychia -- _____

Include items in which students must generate information or purposefully manipulate information.

98

Forced Choice
vs Constructed Response

- Forced choice items are questions and prompts that require students to choose from responses provided by the teacher such as true/false, matching, and multiple choice items. The student does not need to generate the information himself.

- Constructed response items are questions and prompts in which students must generate the information themselves and apply it in the manner in which it is requested. Examples of constructed responses include opportunities to interpret graphs, short essays, short answer, drawing, making analogies, mindmaps, or flowcharts.

99

Make It Efficient for Students

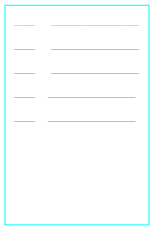
- Provide a "T" or an "F" for students to circle on True/False questions. This way there are no questions about how to interpret sloppily formed T's and F's, and it's not as tiring.

100

- For matching activities, write the definitions on the left or at the top and list the words from which they are to match their answers on the right or the bottom.

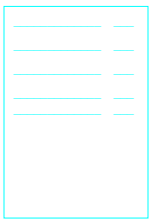
Matching Problem:

(Tiring/Confusing)



Solution:

(Preferred/Efficient)



101

- Keep matching items on the same page. Flipping pages back and forth gets confusing.

- Keep matching item portions of tests to about eight items or less. Beyond eight, it becomes a bit of an endurance test.

102

- Keep the blanks in Fill-in-the-blank items close to the end of the sentence or stem. This prevents reading comprehension issues. In addition, any omitted words that students have to figure out such as we might use in a cloze or fill-in-the-blank exercise should be significant (p. 221, Taylor and Nolen)

- Highlight key words such as three, most, least, and not so students don't lose sight of the expectation while forming a response. ***This isn't making it easier; it's making sure the student reveals what he knows.***

103

Include Common Errors in Choices

Multiple-Choice Items: Include Common Errors to Diagnose Learning Problems

1. 1.2 + .23 = _____
   a. 3.5
   b. .35
   c. 1.43
   d. 14.3

104

One to Keep, One to Grade (Immediate Feedback)

Name: _____	Name: _____
Date: _____	Date: _____
1) _____	1) _____
2) _____	2) _____
3) _____	3) _____
4) _____	4) _____
5) _____	5) _____

105

Avoid Confusing Negatives

- Avoid using response choices that are likely to lead to students stumbling over wording or logic: "All of the above except C and E," "Which of these is NOT associated with…," and, "None of these." Any errors on these items are related more to reading, logical thinking, and worrisome nerves than students' understanding of content.
- Note: In the last two years of high school, dealing with such negative responses is less confusing, and can reveal accurate information about our students' understanding of topics.

106

Make Prompts Clear

"The less students have to guess the more they can achieve."

(Dr. W. James Popham, *Test Better, Teach Better)*

- Inappropriate Test Prompt:
  - "Describe the Renaissance"

107

Appropriate Test Prompt: "In 250 to 400 words, describe the rise of intellectual life during the Renaissance. Include in your discussion of that rise a brief statement of the impact of any five of the following events and people:

- translating the Bible to English
- the development of the Gutenberg Press
- Leonardo da Vinci or any one of the inventors/artists of the period
- Shakespeare, Cervantes and any one of the author/poets of the period,
- the works of any one of the Humanist philosophers (Machiavelli and Thomas More, among others)
- the Reformation
- European exploration and expansion to the rest of the world (Cortez, Magellan, Pizarro, the Mayflower)

This essay is worth 30 points. Each of the five aspects whose impact on intellectual life you describe successfully is worth 5 points. The remaining 5 points will be earned by following proper essay format, including a well-crafted introduction and conclusion. This should take no more than 30 minutes."

108

Reconsider Timed-Tests

"Timed tests are great underminers…

no one professionally would ever try to collapse their knowledge into one hour of intense performance."

-- Author and Grading expert, Ken O'Connor

109

Put some fun into your test questions

Not-much-fun: "A community playground needs enough small gravel to fill the swing set area with dimensions, 40' X 65' X 1', how many cubic feet of gravel will they need to purchase?"

Fun: "Abdul is building a rectangular, practice hockey rink for his championship-winning, Mighty Anoles, hockey team. How much water must he pour into the containing walls and then freeze, if the frozen ice is1.5 times the volume of the liquid water, and the dimensions are 100' X 50' X 2'?"

Fun: On an anatomy test: "Did you find the Humerus in this test-erus?" "This is just the tibia the iceberg," and, "Grades will be announced to-marrow."

110

Not-much-fun: "Describe the main character of the novel."

Fun: "Create the lyrics to two verses of a Lady Gaga song that accurately portray what the main character is feeling during this chapter."

Not-much-fun: "For what did Frederick Douglas fight?"

Fun: "Give two similarities and two differences between the civil rights policies of our current President and the principles put forth by Frederick Douglas."

111

Keep it Short

Two or three will do.

"If I had more time,
I would have written less."
-- Pascal

Consider one-page writings
over multi-page writings.

112

Don't Give Away the Answer

Unsucessful test prompt:
The picture above depicts an example of an:

A. peninsula
B. guyot
C. plateau
D. estuary

Successful test Prompt:
The picture above depicts an example of:

A. a peninsula
B. a guyot
C. a plateau
D. an estuary

113

Make Sure Questions Assess What you Want to Assess

- Carlo had three oranges.
- The U.S. government has $83,000,000 to spend on military planes. Each one costs $11,000,000. If they want to buy seven of them, will they have enough money?
- If shirts are normally $14.95, but today they are 30% off and the state sales tax is 5%, will you be able to buy three of them with the $36 in your wallet?

114

Format tests efficiently for grading

- Ask students to record their answers on an answer sheet.
- Make multiple-choice, matching, or true/false questions have responses that create a pattern when recorded.

  Examples: “dabadadabadaba” “TFFTTFFFT”
  Non-example: “TFTFTFTFTFTF”

115

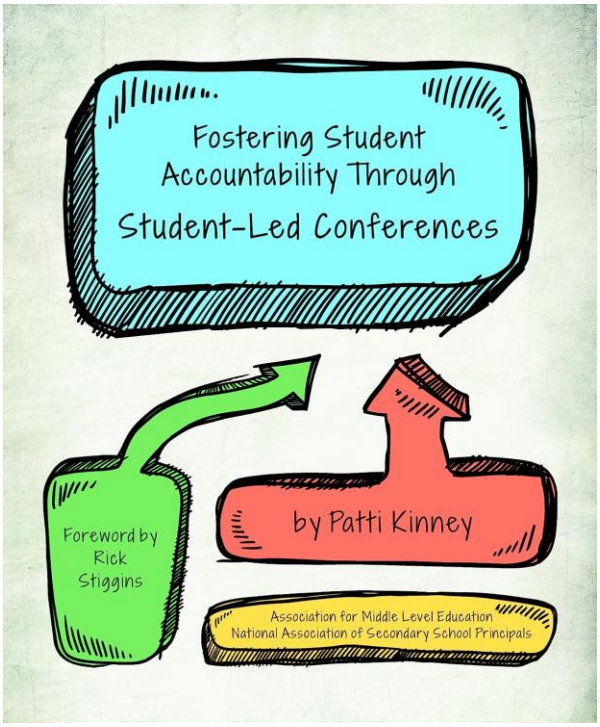
Use Smaller, Multiple Tests over Time instead of Large, One-Shot Tests

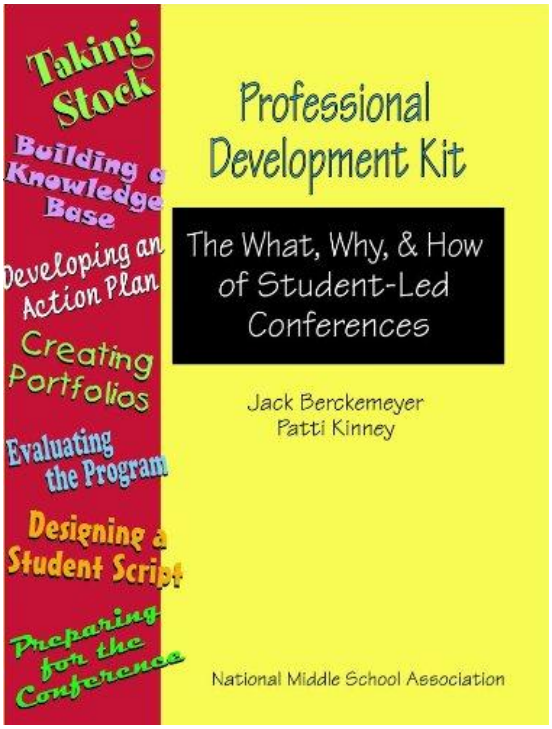
- That one day of the testing can have a zillion factors negatively impacting students’ performances.
- The more curriculum we put on a test, the less reliable the grade from that test is in providing specific feedback to students and teachers regarding its content.
- If students are asking us to hurry up and give them the test before they forget the material, are we teaching for long-term learning?

116

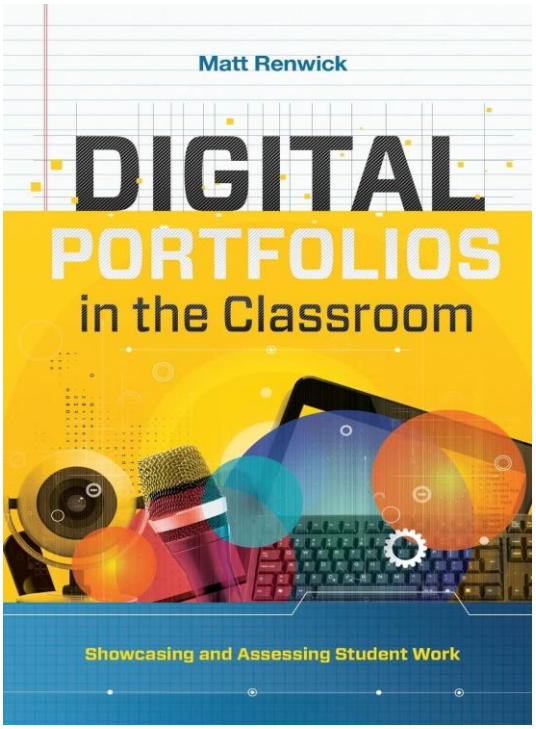

Student-Led
Conferences

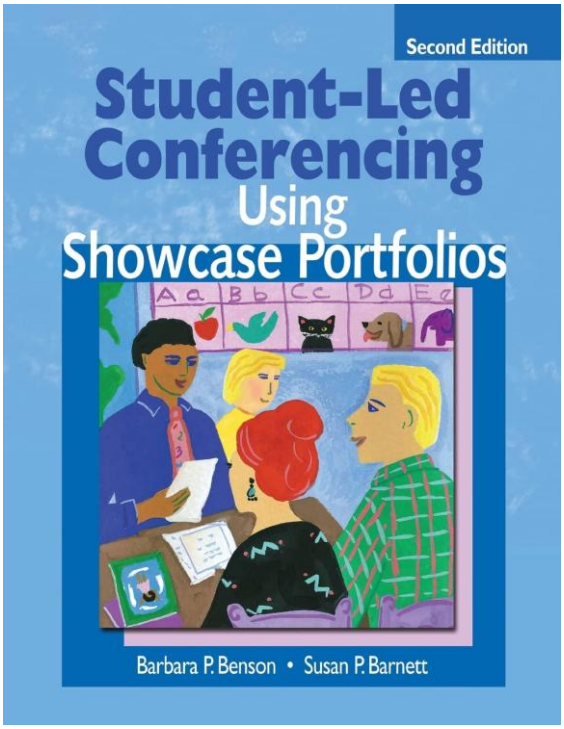
117


Fostering Student
Accountability Through
Student-Led Conferences
Foreword by
Rick
Stiggins
by Patti Kinney
Association for Middle Level Education
National Association of Secondary School Principals


Taking
Stock
Building a
Knowledge
Base
Developing an
Action Plan
Creating
Portfolios
Evaluating
the Program
Designing a
Student Script
Preparing
for the
Conference
Professional
Development Kit
The What, Why, & How
of Student-Led
Conferences
Jack Berckemeyer
Patti Kinney
National Middle School Association

118


Matt Renwick
DIGITAL
PORTFOLIOS
in the Classroom
Showcasing and Assessing Student Work


Second Edition
Student-Led
Conferencing
Using
Showcase Portfolios
Barbara P. Benson • Susan P. Barnett

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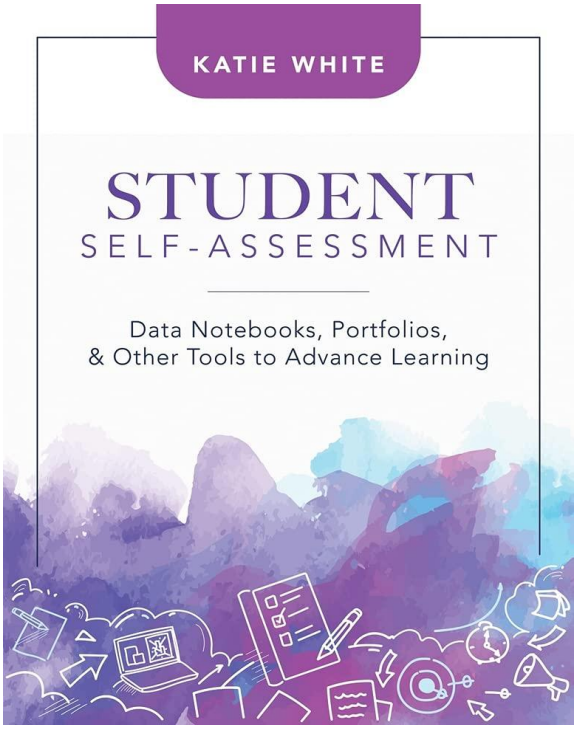
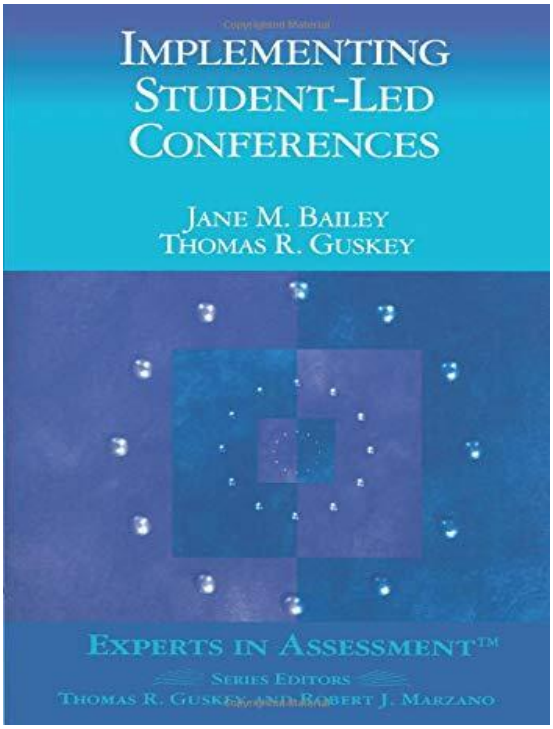

KATIE WHITE
STUDENT
SELF-ASSESSMENT
Data Notebooks, Portfolios,
& Other Tools to Advance Learning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CONFERENCES
JANE M. BAILEY
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EXPERTS IN ASSESSMENT™
SERIES EDITORS

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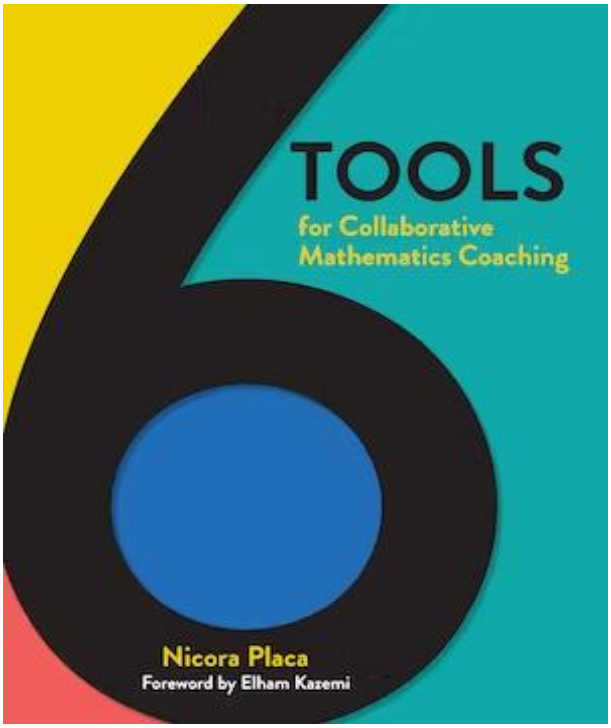
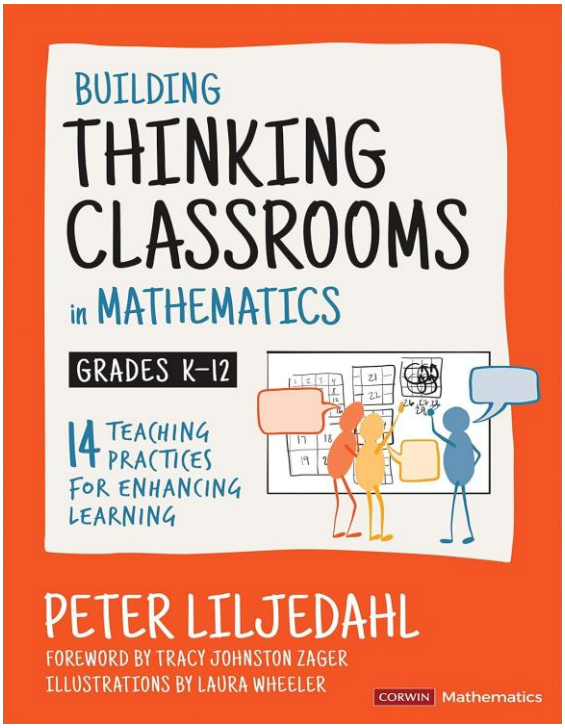

6
TOOLS
for Collaborative
Mathematics Coaching
Nicora Placa
Foreword by Elham Kazemi


BUILDING
THINKING
CLASSROOMS
in MATHEMATICS
GRADES K-12
14 TEACHING PRACTICES FOR ENHANCING LEARNING
PETER LILJEDAHL
FOREWORD BY TRACY JOHNSTON ZAGER
ILLUSTRATIONS BY LAURA WHEELER
CORWIN Mathematics

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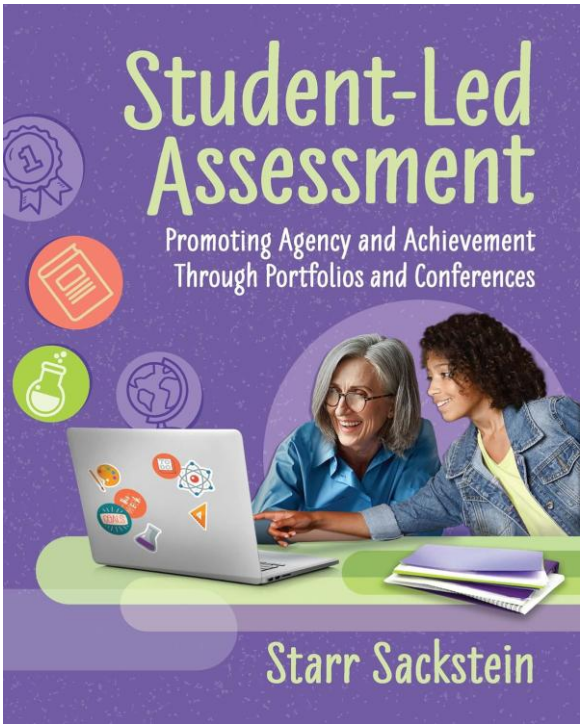
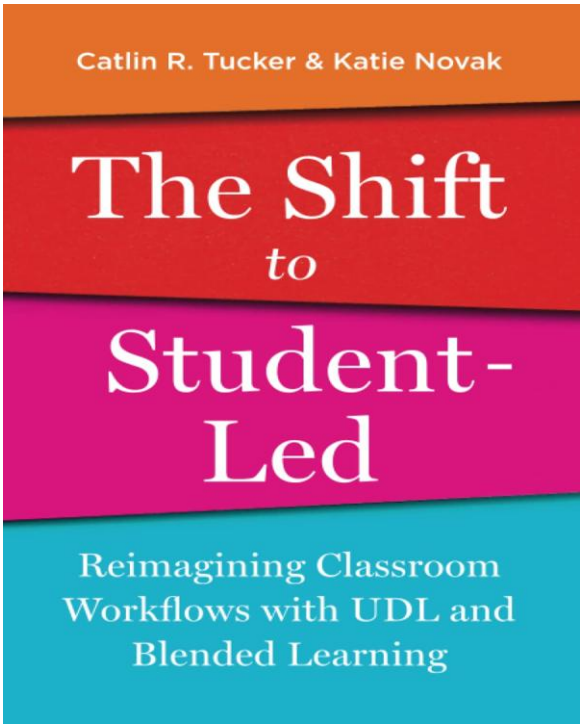

Student-Led
Assessment
Promoting Agency and Achievement
Through Portfolios and Conferences
Starr Sackstein


Catlin R. Tucker & Katie Novak
The Shift
to
Student-
Led
Reimagining Classroom
Workflows with UDL and
Blended Learning

122

Recommended Articles on the Best Digital Apps Used to Create Portfolios

- https://www.educatorstechnology.com/2012/06/free-apps-to-create-digital-portfolios.html
- https://www.techlearning.com/resources/top-10-sites-for-creating-a-digital-portfolio
- https://www.edutopia.org/article/tools-creating-digital-student-portfolios/
- https://www.edtechreview.in/trends-insights/insights/top-resources-for-students-to-create-a-digital-portfolio/

123

Recommended Websites on Practices and Getting Started with Student-Led Conferencing

- https://www.edutopia.org/blog/student-led-conferences-resources-ashley-cronin
- https://www.wps.k12.va.us/Page/10975 Winchester Public Schools, VA
- //efaidnbmnnnibpcajpcglclefindmkaj/https://images.template.net/wp-content/uploads/2015/11/13204219/student-council-agenda-template.pdf (Washington Heights Expeditionary Learning School Minds in Motion)
- //efaidnbmnnnibpcajpcglclefindmkaj/http://mlei.pbworks.com/f/SLCPP.pdf (From Patti Kinney, training principals presentation)
- (Podcast) https://www.bamradionetwork.com/track/student-led-parent-teacher-conferences/

124

125

A proficiency scale is a progression of learning, ‘a story unfolding.

It is meant to facilitate conversation about learning and growth, not simply justify grading, and to help students monitor and engage in their own learning.

126

Be clear: Indicating the number correct out of the total possible on a test doesn't really help our cause. It's the specific statement of where students are in relation to the learning goals, i.e. what have they learned, and what does this mean for the next steps in instruction, that matter most.

127

Begin proficiency scale and rubric design by drafting the evidence descriptor for mastery first. All other levels in the scale describe progressive degrees of approaching the summit.

128

What's your goal in chess? Where are you in relation to that goal? Any reporting scale must have clearly defined levels that help students self-monitor and inform next steps in learning.

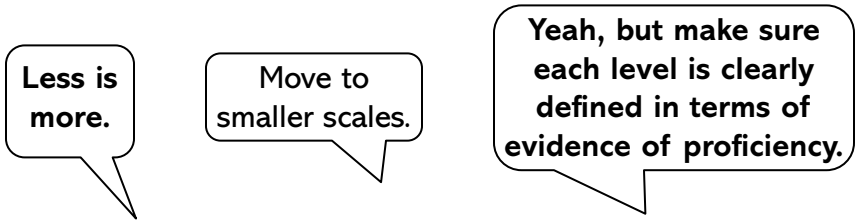
This is easier and more effective when using smaller scales with well-defined proficiency levels.

129

The more levels we have in a grading scale, the more subjective and inconsistent are the scores among teachers.

The smaller the scale, however, the higher the inter-rater reliability, especially when attached to calibrated evidence descriptors. The grades have integrity; they mean what they say.

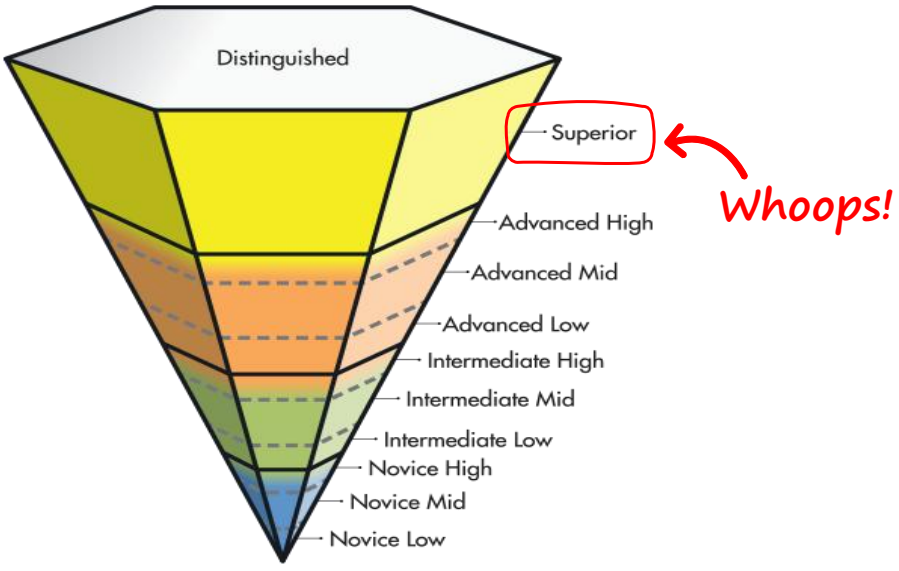
130



131

Strong and Weak Samples to Consider

132



ACTFL

Inverted Pyramid Representing ACTFL Rating Scale with Major Ranges and Sublevels including Distinguished

133

4 Point Score	Descriptor/Definition
4.0	**Independent and consistent** Student has mastered the standard to the degree that she/he can apply skill/knowledge to a new situation independently, or student can perform competently without help repeatedly.
3.0	**Independent, not consistent** Meets performance standard with sufficient evidence of learning. Student can perform independently at times, although not consistently.
2.0	**Working towards performance standard with some evidence.** Student has NOT independently demonstrated proficiency of the standard but does show partial understanding that suggests progress. Performance is inconsistent, and some misconceptions still exist.
1.0	**Limited evidence of learning the performance standard.**
0.0	**No evidence of learning.**

Is competently defined somewhere and used consistently among all teachers?

So, with occasional help is okay?

'May be too vague to ensure accurate communication and consistency - plus, sufficient evidence should include applications and dexterity.

These are almost synonymous. What is the functional difference here, and is it clearly communicated?

[From South Redford School District]

134

Parrish Generalized Scoring Scale

Level 4: Mastery
Shows thorough knowledge of the subject. Expresses ideas clearly and succinctly. Discusses ideas in a highly logical manner. Constructs highly detailed responses. Describes concepts without errors.

Level 3: Proficient
Shows adequate knowledge of the subject. Expresses ideas adequately. [illegible] a logical manner. Misses few details when responding. Demonstrates minor misconcepti[illegible]

Level 2: Developing
Shows some knowledge of the subject. Expresses ideas wit[illegible] ome ideas in an illogical manner. Includes some details when responding. De[illegible]

Level 1: Attempting
Shows very little knowledge of the subject. Expresses ideas in [illegible]r. Discusses most ideas in an illogical manner. Misses most details when responding. Demons[illegible]sconceptions.

NE: Not enough evidence
• Insufficient data. Assessments have not been completed or are unable to be scored.

Functionally, these seem the same in terms of teacher response and reporting student proficiency. Merge these together into one level?

Source: Inspired by Rick Wormeli's Fair Isn't Always Equal Assessment and Grading in the Differentiated Classroom (Second Edition).

135

4 - Independent and Consistent - Mastery
Students meet the standard to the degree that they can apply skills and knowledge to new situations accurately, consistently and independently.

3 - Independent Progression - Proficient
Students meet the standard to the degree that they can apply skills and knowledge to new situations with moderate accuracy, consistency and independence.

[DRAFT from South Redford, Michigan]

2 - Dependent Progression - Basic
Students are progressing toward the standard to the degree that they can demonstrate basic skills and knowledge despite some inaccuracies and/or inconsistencies. Student may require teacher support.

NC - Insufficient Evidence for Credit
Students have not demonstrated sufficient evidence of learning. Students require significant teacher support.

136

PR – Proficient

Independently demonstrates consistent proficiency and versatility with the standard

DV – Developing

Demonstrates a progressing level of proficiency with the standards requiring occasional support.

[From Necedah Schools, WI]

E - Emerging

Demonstrates an early/introductory proficiency with the standard requiring significant support

IE – Insufficient Evidence

Learner has shown no or very little evidence of their learning of a standard

137

English Language Development Proficiency Level Continuum

Emerging » Expanding » Bridging » Lifelong Language Learning

Linguistic Support

Substantial » Moderate » Light » Occasional

From Sonoma County Office of Education, California: //efaidnbmnnnibpcajpcglclefindmkaj/https://www.scoe.org/files/Proficiency_Level_Descriptors....pdf

138

Interesting Grouping for Proficiency Scores
in Reading at Kansas State
(https://www.k-state.edu/assessment/toolkit/measurement/valuerubrics.html)

Benchmark → Milestones → Capstone

1 2 - 3 4

139

	1	2	3	4
Frequency	Seldom	Some of the time	Most of the time	Nearly all the time
Support	Considerable	Moderate	Limited	No Support
Understanding	Limited	Partial	General	Thorough
Errors	Frequent	Some	Few	None

- From the Fairfax County Public Schools

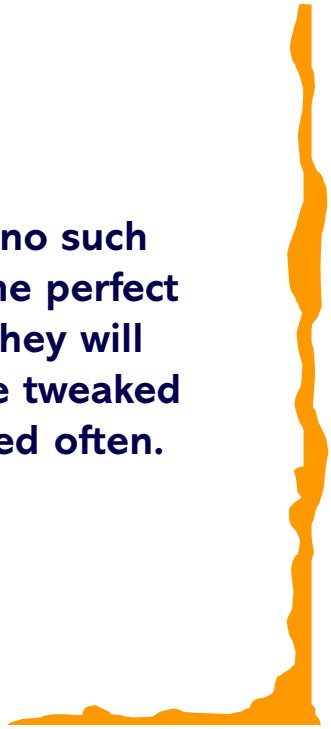
140

Themed Proficiency Scales

141

142

There is no such thing as the perfect rubric. They will need to be tweaked and revised often.



143

Caution…

"Rubrics reduce the predictable to the prescribed," and, "[L]abels such as 'proficient' reflect compliance to the rubric, not writing quality." Thomas fears that we lose something of our essential humanity and individual potential with rubrics and their like, posting John Dewey's worry, "What avail is it to win prescribed amounts of information about geography and history, to win ability to read and write, if in the process the individual loses his own soul…?"

-- Professor Paul Thomas, December 10th, 2016

144

Caution…

Kohn cites further research on the specious nature of rubrics, describing Professor Linda Mabry's work in 1999 that found rubrics served as, "'…agents of control' over what is taught and valued," and in English classes created a false sense of quality: "Compliance with the rubric tended to yield higher scores but produced vacuous writing." (Kohn, 2006) He warns that students' reliance on rubrics pushed by their teachers creates an unhealthy focus on how they are doing. As a result, students, "…often become less engaged with what they're doing."

– as quoted in *Fair Isn't Always Equal, Second Edition*, Wormeli, 2019

145

Samples with Issues

146

SIX + 1 Writing Traits Sample Rubric -- Ideas and Content

[From Northwest Regional Educational Laboratory, 101 SW Main, Suite 500, Portland, OR 97204]

5 = This paper is clear and focused. It holds the reader's attention. Relevant anecdotes and details enrich the central theme or storyline. Ideas are fresh and original. The writer seems to be writing from knowledge or experience and shows insight: an understanding of life and a knack for picking out what is significant. Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable. The writer develops the topic in an enlightening, purposeful way that makes a point or tells a story. Every piece adds something to the whole.

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Example Analytic Rubric:
Articulating thoughts through written communication — final paper/project

Clarity (Thesis supported by relevant information and ideas.)

4 - ABOVE AVERAGE: The central purpose of the student work is clear and supporting ideas always are always well-focused. Details are relevant, enrich the work.

3 – SUFFICIENT: The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.

2 – DEVELOPING: The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.

1 - NEEDS IMPROVEMENT: The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.

[http://teachingcommons.depaul.edu/Feedback_Grading/rubrics/types-of-rubrics.html]

148

Table 1: Template for Holistic Rubrics

Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

http://pareonline.net/getvn.asp?v=7&n=25

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4- Mastery	3-Proficient	2- Developing	1-Attempting
*7.15 **Explain** how the physical and human characteristics of places and regions connect to human identities and cultures.*			
•The statement answers all parts of the prompt or question clearly.	•The statement answers the prompt or question.	•The statement does not answer all parts of the prompt or question OR it is not clear.	•The statement did not answer the prompt/question
•Provides highly logical examples •Clear and highly detailed explanation of examples	•Provides understandable examples •Adequate explanation of examples	•Some examples are incorrect or have errors •Irrelevant/illogical explanation of examples	•Examples have errors or are incorrect •Explanation may be unorganized or missing

- What's the difference between logical and highly logical – Is the distinction needed?
- "Answers all parts" is assumed in the "Answers the prompt," there is no distinction here.
- Degrees of understandability and logic are different elements. Refer to the same domain.
- What are you assessing and reporting: Organization or Evidence provided – These are different things.
- Completion is different than clarity, so which is it?
- The top bullets are all about compliance with project directions, not learning or mastery. What evidence of the content/skills are you seeking?
- None of these elements has anything to do with 7.15. Let's communicate what is mastery, proficient, developing, and Attempting when it comes to that content.
- Attempting is a behavior, not a level of mastery

150

To design and use rubrics, be well grounded in your agreed upon proficiency levels. They'll guide you in.

151

Guiding Questions for Rubric Design

- Is a rubric the best way to assess this product?
- Is the rubric tiered for this student group's readiness level?
- Does this rubric account for everything we want to assess?
- Is the rubric clearly written so anyone doing a "cold" reading of it will understand what is expected of the student?
- Can a student understand the content yet score poorly on the rubric? If so, why, and how can we change the rubric to make sure it doesn't happen?

152

Guiding Questions for Rubric Design

- Can a student understand very little content yet score well on the rubric? If so, how can we change that so it doesn't happen?
- What are the benefits to us as teachers of this topic to create this particular rubric for our students?
- How do the elements of this rubric support responsive teaching?
- What should we do differently the next time we create this rubric?

153

"Metarubric Summary"

- (p. 220). Rick Stiggins and his co-authors of *Classroom Assessment for Student Learning* (2005)

To determine the quality of a rubric, examine the:

- Content -- Does it assess the important material and leave out the unimportant material?
- Clarity -- Can the student understand what's being asked of him, Is everything clearly defined, including examples and non-examples?
- Practicality -- Is it easy to use by both teachers and students?
- Technical quality/fairness -- Is it reliable and valid?
- Sampling -- How well does the task represent the breadth and depth of the target being assessed?

154

When providing multiple choices in projects or assessments, create and use only one prism (rubric) of evidence through which they all must pass.

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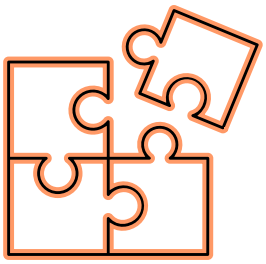
Holistic or Analytic?



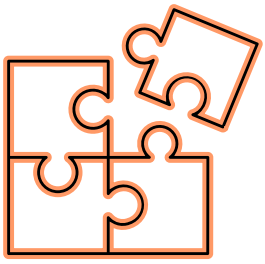
Task: Write an expository paragraph.

Holistic: One descriptor for the highest score lists all the elements and attributes that are required.

Analytic: Create separate rubrics (levels of accomplishment with descriptors) within the larger one for each subset of skills, all outlined in one chart. Examples for the paragraph prompt: Content, Punctuation and Usage, Supportive Details, Organization, Accuracy, and Use of Relevant Information.

156

Holistic or Analytic?



Task: Create a drawing and explanation of atoms.

Holistic: One descriptor for the highest score lists all the features we want them to identify accurately.

Analytic: Create separate rubrics for each subset of features –

- Anatomical Features: protons, neutrons, electrons and their ceaseless motion, ions, valence
- Periodic Chart Identifiers: atomic number, mass number, period
- Relationships and Bonds with other Atoms: isotopes, molecules, shielding, metal/non-metal/metalloid families, bonds – covalent, ionic, and metallic.

157

Scale: / Criteria:	4	3	2	1
Crftsmnshp	♫			
Accuracy	♫			
Reasoning			♫	
Preparation		♫		
Presentation		♫		

Scale refers to the numerical or one-word rating such as 4,3,2,1 or "Proficient, adequate, limited, poor." Criteria refers to the areas of assessment, such as craftsmanship, accuracy of information, reasoning skills, preparation, and presentation.

158

Keep the important ideas in sight and in mind.

Rubric for the Historical Fiction Book Project – Holistic-style
5.0 Standard of Excellence:

- All material relating to the novel was accurate
- Demonstrated full understanding of the story and its characters
- Demonstrated attention to quality and craftsmanship in the product
- Product is a realistic portrayal of media used (examples: postcards look like postcards, hieroglyphs look like historical hieroglyphs, journals from historical past look authentic)
- Writing is free of errors in punctuation, spelling, capitalization, and grammar
- Had all components listed for the project as described in the task

4.5, 4.0, 3.5, 3.0, 2.5, 2.0, 1.5, 1.0, .5, and 0 are recorded in cases in which students' projects do not fully achieve all criteria described for excellence. Circled items are areas for improvement.

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Two Ideas to Consider…

- Only give the fully written description for the standard of excellence. This way students won't set their sights on something lower.
- 4.0 rubrics carry so much automatic, emotional baggage, parents and students rarely read and internalize the descriptors. So, gently force the deeper dive into evidence descriptors: Use anything except the 4.0 rubric – 2.0, 3.0, 5.0, 6.0.

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Highly Recommended from Jennifer Gonzalez's Cult of Pedagogy website:
https://www.cultofpedagogy.com/single-point-rubric/

Breakfast in Bed

Concerns *Areas that Need Work*	Criteria *Standards for This Performance*	Advanced *Evidence of Exceeding Standards*
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

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One Pager Summative Rubric

Name:

Standard 1	Determine/analyze the development of central ideas, or themes, or story elements in a text.
Standard 2	Draw and cite evidence from texts to support written analysis.
Standard 8	Command the conventions of standard English grammar, usage, spelling, and vocabulary.

Working toward proficiency Areas that need work	**Proficient (3)** Meeting standard goals	**Beyond Expectations** Evidence of exceeding standards
	Standard 1 - Analysis Theme concept and thematic statement are accurate. Character change is correctly determined and evidence is fully explained to support the main idea **Score: ____**	
	Standard 2- Evidence Identifies powerful evidence that supports the main idea presented. **Score: ____**	
	Standard 8- Mechanics of writing Strong grasp of standard writing conventions (spelling, capitalization, and punctuation). Correct sentence structure throughout. **Score: ____**	

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Pernille Ripp, inspired by Jennifer Gonzalez's Cult of Pedagogy website developed this Single Point Rubric for use with the book, *Refugee,* for The Global Read Aloud:

(Posted February 24, 2019) - pernillesripp.com/2019/02/24/using-the-single-point-rubric-for-better-assessment-conversations

Note: Using single-point rubrics diminishes the powerful effect of students' self-monitoring growth toward a goal or standard. With multi-level rubrics, students can readily compare their work to progressions of increasing complex and sophisticated proficiency descriptors. Without multiple levels with corresponding descriptors, a single point rubric is not a rubric. Instead, it's a, "criterion-based feedback tool."

For more on this, see, "The Value of Descriptive, Multi-Level Rubrics," Educational Leadership, Vol. 81, No. 6 (online article) from March 1, 2024, written by Jay McTighe, Susan M. Brookhart, and Thomas R. Guskey

163

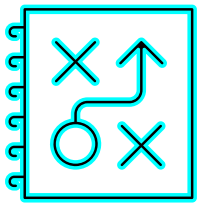
Helpful idea:
Ask Students to Examine Well-done Examples and Generate the Rubric

Qualities of Successful Reading Autobiographies as Identified by Students:

- Be honest; don't be afraid to tell the truth.
- Back up your opinions with examples of what you mean.
- Choose good words to express your meaning.
- Mention specific books by title.
- Explain what effect reading has on you.
- Explain which books you like and why you like them, as well as what books you don't like, and why you don't like them.
- Stick to the topic. Get to the point.
- Describe how your attitudes and reading abilities have changed since you were a child.
- Explain how you started reading.
- Mention someone who helped you learn to read or learn to enjoy books.
- Be real - Express yourself in a relaxed, personable way, like you were talking to the reader.
- Describe the particular situations or settings in which you learned or enjoyed reading.
- Don't be repetitive.
- Be organized: either chronologically (time order), or in sections.
- Use real life connections and experiences, if possible.
- Double check spelling, punctuation and grammar.
- Write in complete sentences.
- Have spunk.

164

Rubric Grading Approach for Content Not Normally "Rubri-cized"



A rubric would've been given to the student prior to any assessment. Universal, "look-fors," would have been identified for the student to demonstrate. Under the description for the 4.0 Standard of Excellence on the rubric, the evaluative criteria might include:

- The student recognizes the need to convert the mixed numbers into improper fractions for ease in calculating.
- The student understands the need to divide fractions by multiplying by the reciprocal of the second fraction.
- The student multiplies the two improper fractions correctly.
- The student simplifies the answer into lowest terms.
- The student double-checks his work to make sure there were no careless errors.
- The student arrives at the correct response.

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Steps to Take in Rubric Design

Identify the essential and enduring content and skills you will expect students to demonstrate. Be specific.

Identify what you will accept as evidence that students have mastered these content areas and skills. This will usually become the foundation for your summative assessments and from these, you can create your pre-assessments.

Write a descriptor for the highest performance possible.

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Steps to Take in Rubric Design

4. Determine the label for each level of the achievement. Consider using three, four, or six levels instead of five.
5. "Test drive" the rubric with real student products. Remember, there is no perfect rubric. Test the rubric with colleagues as well:

   "I think I'm assessing [X]. Here's the evidence of learning that I am seeking as I indicated it on this rubric….Does this assessment and its rubric allow a student to express her learning accurately, and does it get to the evidence I'm seeking?"

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Be Consistent!

Refer to the same element or category in all levels. For example, we can't describe a student's proficiency in terms of the quality of the finished product on one level and in terms of the amount of work completed in another. All levels speak to level of quality, or all speak to amount of work completed.

Keep the part of speech consistent. Use all adjectives or all adverbs, not a mixture of parts of speech. Example of Poorly Done Scale:

Top, Adequately, Average, Poor, Zero

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"Some criteria are easy to understand – for example, 'use at least three sources of information' – but are just directions masquerading as characteristics of quality."

- Moss/Brookhart, Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders, 2nd Edition (2019) , p. 31

Look for places in your own rubrics where you have listed, "directions masquerading as characteristics of quality," and re-write that criteria so it focuses instead on the quality or degree of proficiency.

169

Are your levels different enough to warrant being their own levels?

- Check your sequence from Emergent to Mastery to make sure each description of required evidence is discernably different from the ones on either side of it. If it's not, you may need to use fewer levels in your scale, or use a range of two scores for one evidence descriptor.

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	Emerging	Developing	Proficient	Advanced
EVIDENCE *What is the evidence that the student can support the argument?*	• Refers to evidence from few sources; some sources may be irrelevant • Limited use of data and/or examples • Expresses or implies no differences in perspective on a topic	• Refers to limited or general evidence (textual, experimental, or multimedia) relevant to argument • Data and/or examples are used to illustrate one point of view • Introduces a general difference in perspectives on a topic without specific details	• Refers to sufficient and specific evidence (textual, experimental, or multi-media) relevant to argument • Data and/or examples with varying points of view are included • Discusses inconsistent information or a difference among authors on the same topic	• Refers to sufficient and detailed evidence (textual, experimental, or multi-media) relevant to argument • Data and/or examples are used to illustrate varying points of view • Addresses inconsistent information and differences among authors on the same topic

- From https://mumfordscience.weebly.com/rubric.html

171

Solving Linear Equations Rubric

Essential Learning Standard	0 Incomplete	1 Developing Proficiency	2 Approaching Proficiency	3 Proficient	4 Advanced Proficiency
Solving Equations	Insufficient evidence of learning	Given a **1-step** equation, I can solve the equation **most** of the time	Given a **multi-step** equation, I can solve the equation **most** of the time	Given a **story problem**, I can determine the solution for the problem **most** of the time	Given a **multi-variable equation**, I can solve for a specified variable **most** of the time

From, https://ridgelinemath1.weebly.com/rubrics.html

172

Essential Learning Standard	0 Incomplete	1 Developing Proficiency	2 Approaching Proficiency	3 Proficient	4 Advanced Proficiency
Writing Exponential Functions	Insufficient evidence of learning	I can correctly identify the initial value and the growth/decay factor when given an exponential function.	I can correctly write the exponential function some of the time.	I can correctly write the exponential function given any context most of the time.	... and I can accurately write the exponential function when given a real world problem most of the time.
Writing Linear Functions	Insufficient evidence of learning	I can correctly identify the y-intercept/initial value and the slope/rate of change when given a linear function.	I can correctly write the linear function some of the time.	I can correctly write the linear function given any context most of the time.	... and I can accurately write the linear function when given a real world problem most of the time.
Domain of Functions	Insufficient evidence of learning	I can correctly identify if a function is discrete or continuous given any context.	... and I can correctly identify the domain of a discrete function most of the time.	... and I can correctly identify the domain of a continuous function most of the time.	I can determine if a function is discrete or continuous and I can identify the domain of the function given a real world situation.

Possible style to consider, again from,
https://ridgelinemath1.weebly.com/rubrics.html

173

From, https://www.k-state.edu/assessment/toolkit/measurement/rubricproof.pdf

Points Statement of Problem (5 points)

5
- Correct statement with a labeled diagram and the given and to show stated in terms of the diagram.

3-4
- Correct but incomplete statement of the problem. Doesn't include a statement of either the given or the "to show" or fails to connect them to the diagram.

0-2
- Incorrect statement of problem. May miss half of an "if and only if" or misinterpret what is given or what is to be shown. Might just recopy problem rather than give a precise restatement.

Note that an improperly drawn diagram may fall into either the first or second category, depending upon the extent of the error.

174

From, https://www.k-state.edu/assessment/toolkit/measurement/rubricproof.pdf

Correctness of Proof

15	• A correct and complete proof is given. Some irrelevant information may be included since the time limit precludes polishing up the presentation.
10-14	• A correct approach to proving the theorem is attempted. Some statements may be unjustified or improperly justified, but errors are minor and could be fixed given time to polish the proof.
6-9	• Statements linked into a reasonable (though perhaps misguided) attempt to prove the theorem. The proof may be left incomplete or may depend upon a major unjustified leap.
2-5	• Unconnected, mostly true statements properly deduced from the given. Listing facts without a sense of how to link them to get a correct proof. May just jump to the conclusion without justification.
0-1	• Mainly incorrect consequences improperly deduced from the given. Little or no sense of how to prove the result.

If a proof should have two parts, you should grade each part separately, scaling down the scores above by half (but please make your final answer an integer). If the problem is misstated in a way to significantly change the proof, then reduce the score as appropriate (typically cutting it in half)

175

Occasionally, exchange assessments with another teacher and, using the rubric, assess the students in each other's classes.

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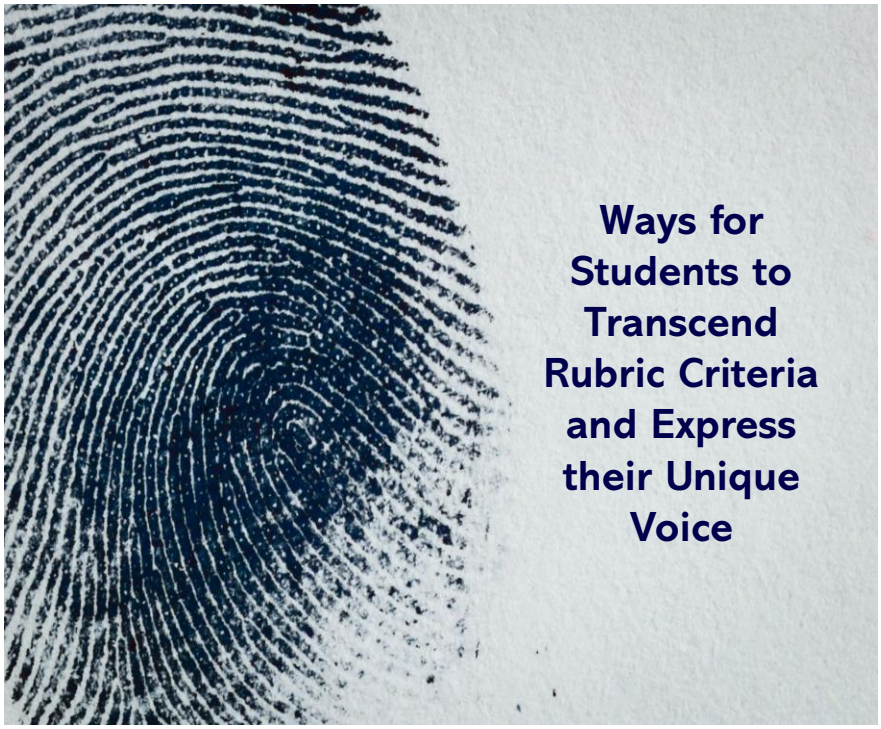

177

- Demonstrate divergent thinking.
- Add your own voice: If we left your name off the project, would we know it was you that created it?
- Make meaningful connections that the rest of us did not consider.
- Extend your investigation beyond the parameters put forth in the descriptors

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- Give the teacher alternative proposals for how to demonstrate evidence of your learning.
- Teach the teacher and your classmates something they did not know about the topic.

179

- Express content from a different perspective or through a different domain: ‘Norse mythology expressed through careful cultivation of Bonsai trees? Debate as a form of dance? The human circulatory system could be used as a form of cryptography? Cultures, furniture, languages, and technology experience entropy?

180

Make the content your own, not something you borrow from the teacher and return passively at the end of the unit. Let the teacher see what YOU bring to learning's table. Don't subordinate who you are for the sake of what a previous generation thought was salient. And best of all: There are no penalties for giving all of these a try, even when you fail in the first attempts.

181

Get a Running Start at Rubric Design:

To get a sense of the process and gain insight, create an effective rubric for drawing a circle, changing a car's flat tire, making a sandwich, or building a paper airplane, and do so with colleagues and while referencing the information offered here.

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Recommended
Resources

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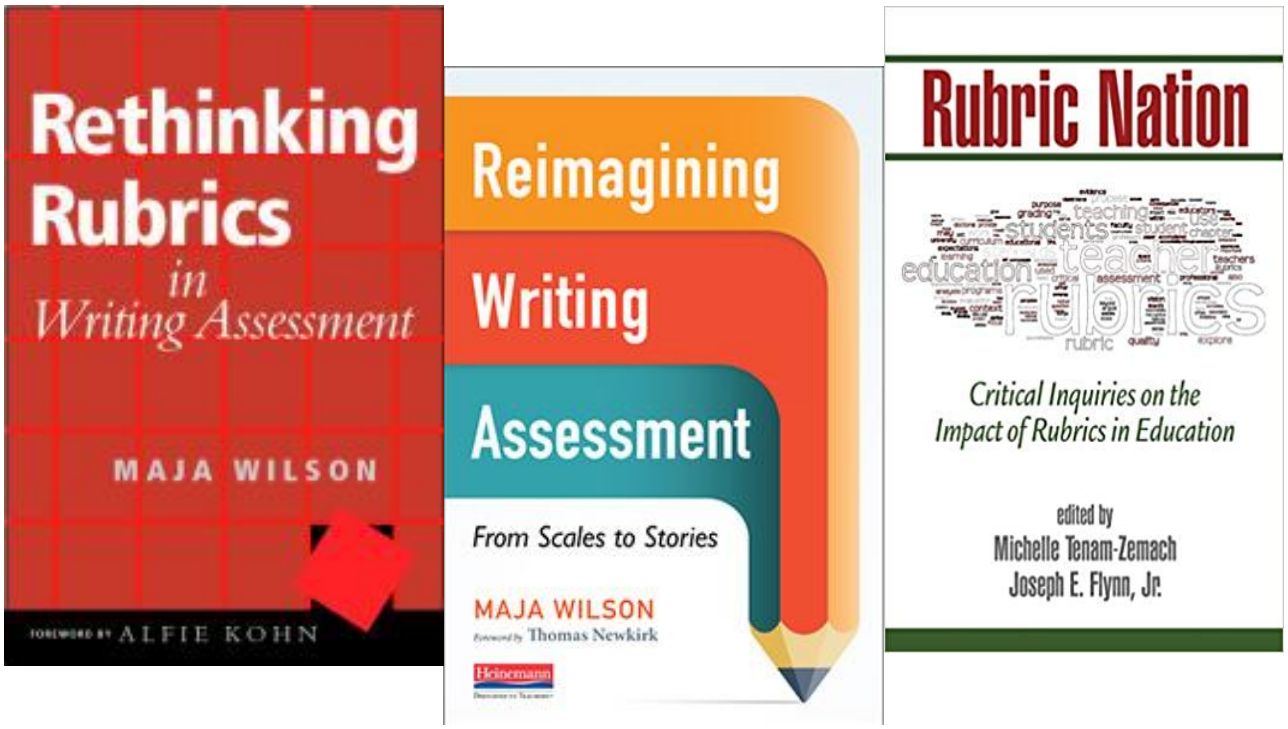
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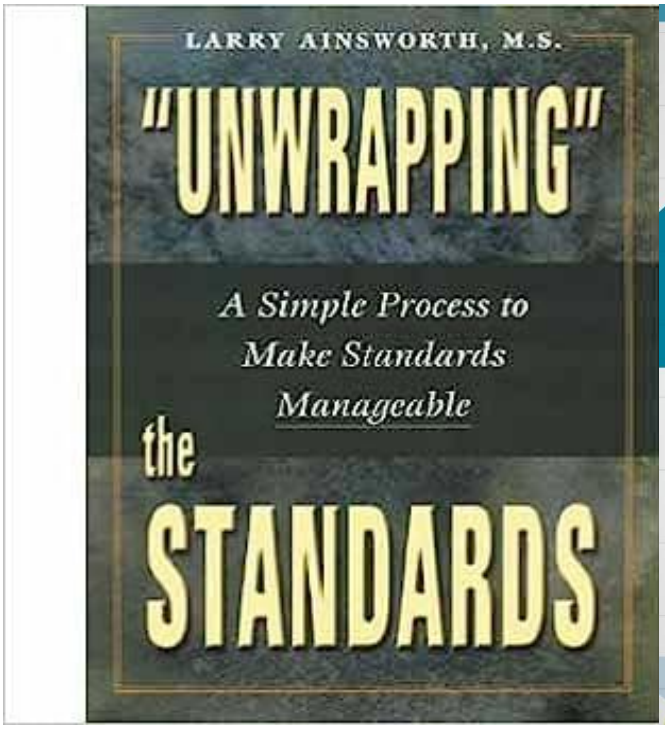
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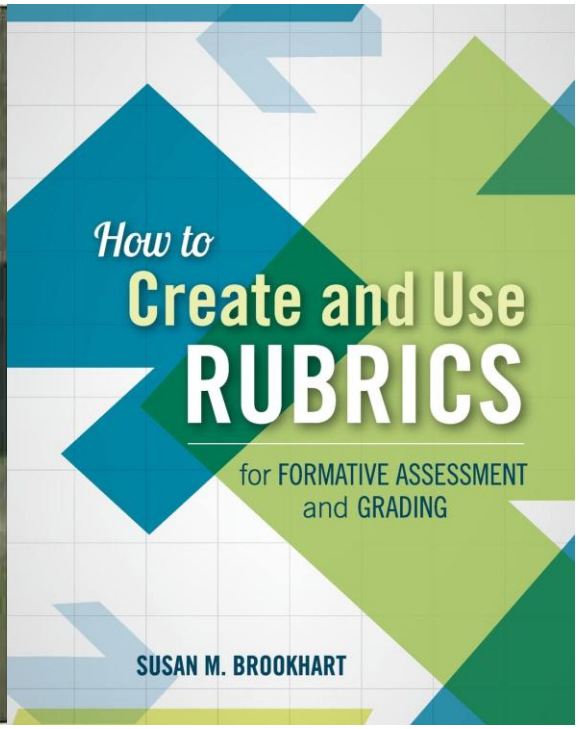
How to
Create and Use
RUBRICS
for FORMATIVE ASSESSMENT and GRADING
SUSAN M. BROOKHART

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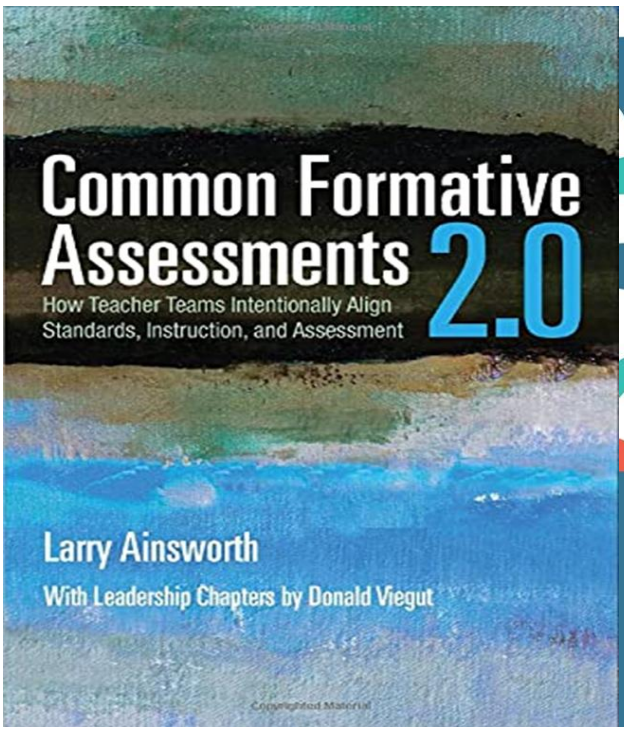
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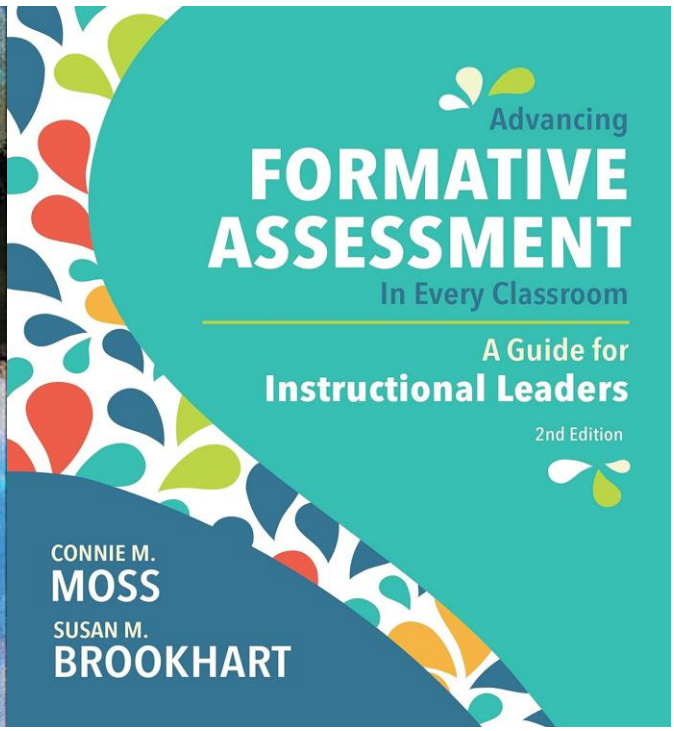
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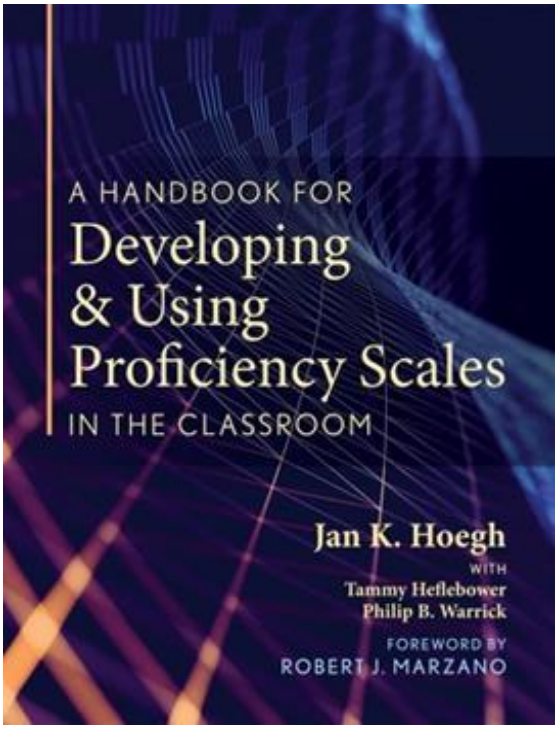
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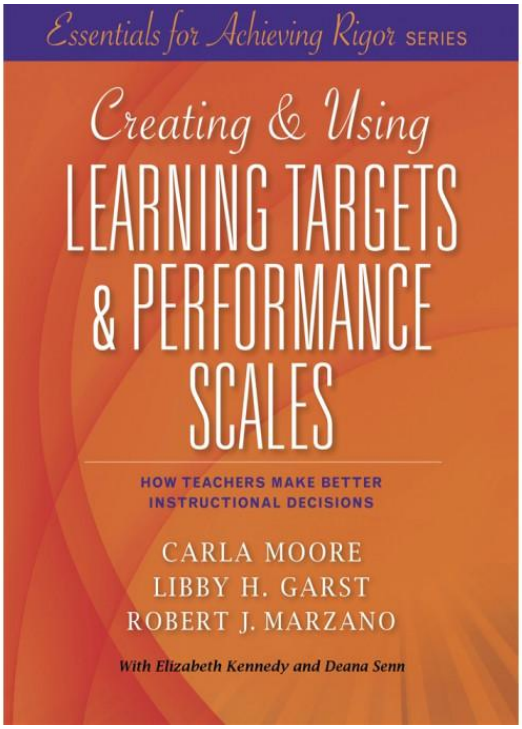
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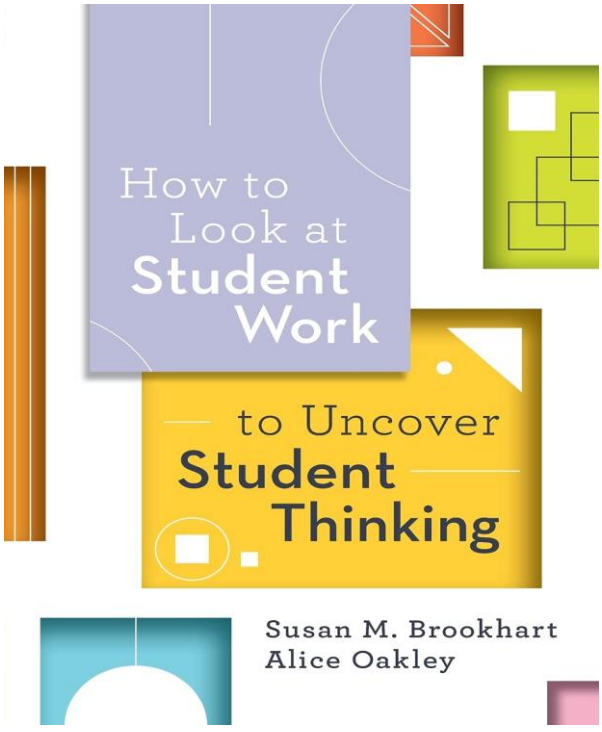
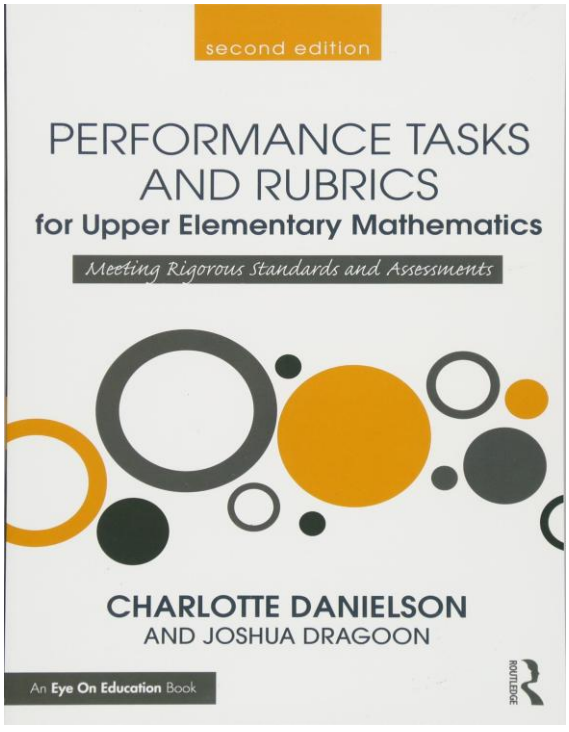

How to Look at Student Work
to Uncover Student Thinking
Susan M. Brookhart
Alice Oakley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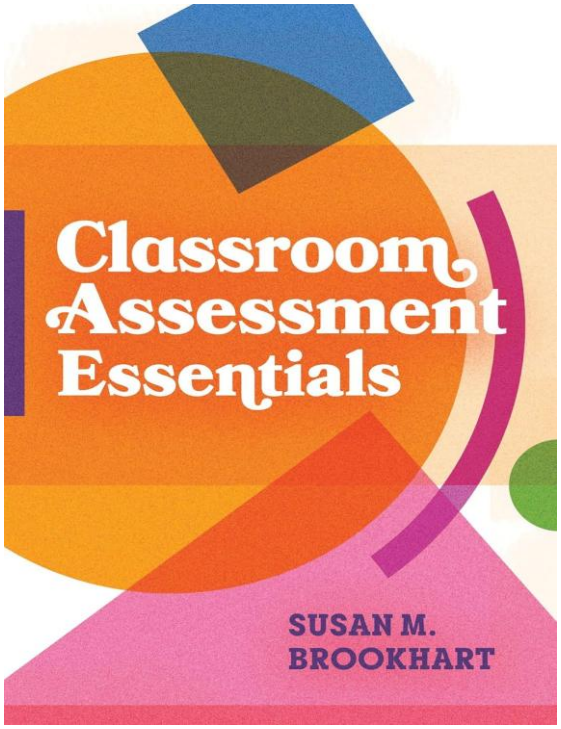
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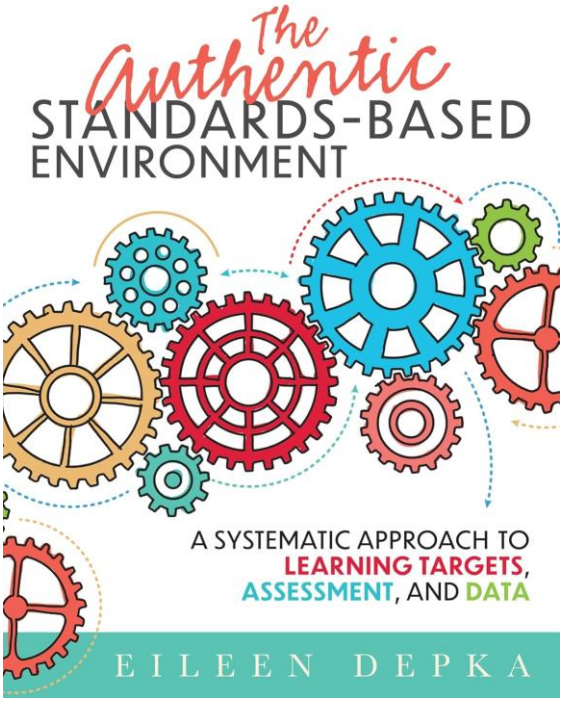
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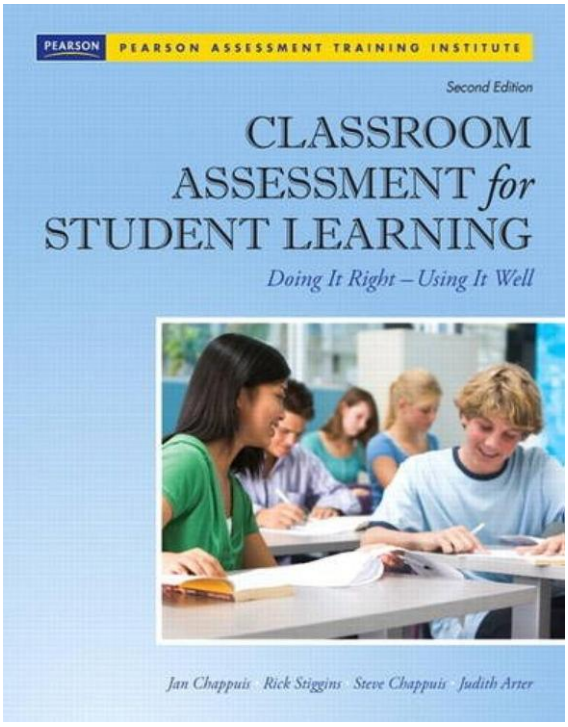
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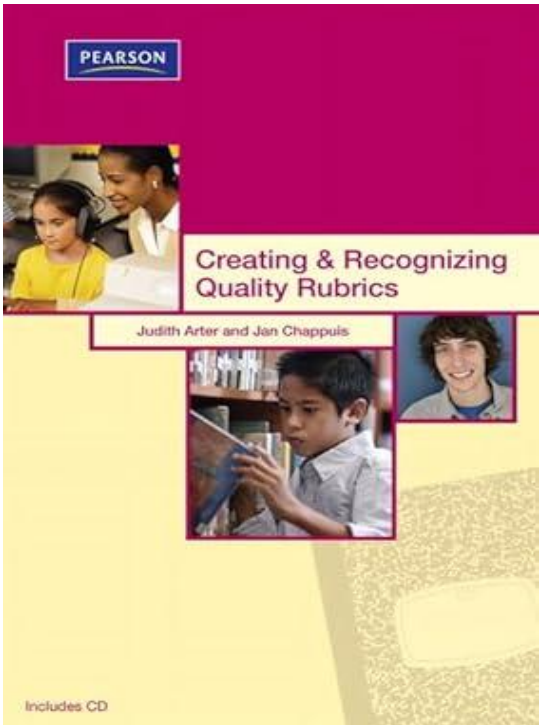
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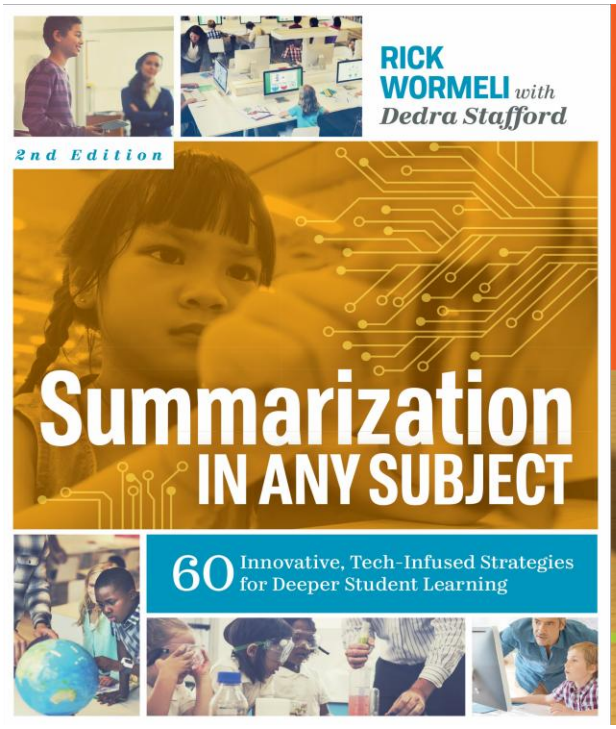

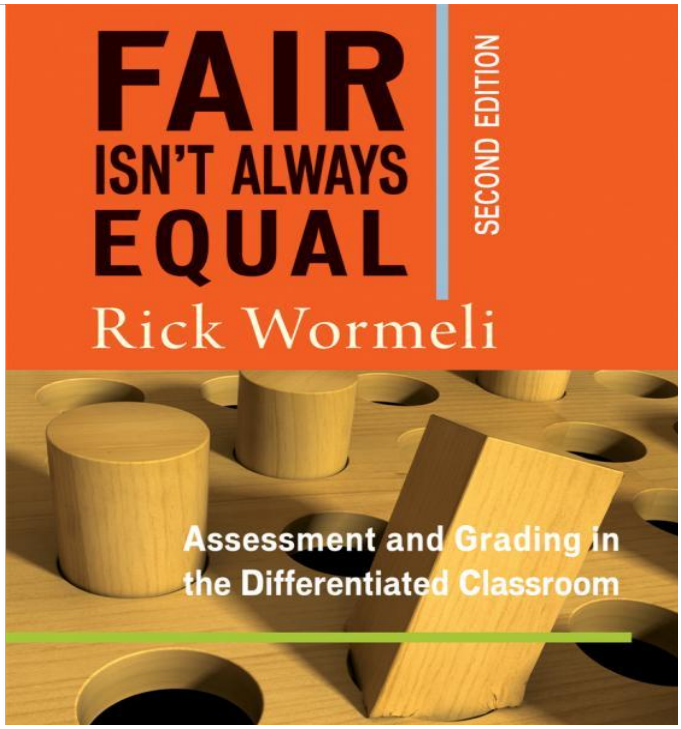

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- *How to Assess Higher-Order Thinking Skills in Your Classroom* by Susan M. Brookhart
- *From Standards to Rubrics in Six Steps: Tools for Assessing Student Learning* by Kathleen (Kay) B. Burke
- *Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance* by Judith A. Arter and Jay McTighe

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- Creating & Recognizing Quality Rubrics by Judith A. Arter, Jan Chappuis
- Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Dannelle D. Stevens, Antonia J. Levi, Barbara E. Walvoord
- Essential Questions: Opening Doors to Student Understanding by Jay McTighe and Grant Wiggins

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