Assessment Ready: Collaboration to Impact Student Achievement

Dive Into Data - OHIONET
July 17, 2015

Jamie Riley - Dublin City Schools
Jessica Klinker - South-Western City Schools
Deb Logan - Mount Gilead Schools

https://goo.gl/cRSvfQ
Considerations for Lesson Planning

- Common Core State Standards
- 21st-Century Learner
- ISTE Standards
- Ohio Department of Education
- Dublin City Schools: Best Teaching Practices
- Dublin City Schools: Career Readiness/ STEAM/ Project Based Learning
- We Grow Thinkers!
  - Dublin City Schools: School-wide Enrichment Model
Primary Sources Unit Progression

Pre-Assessment

Modeling and Guided Practice

Independent Practice

Post Assessment

Extension

Workshop Model: Focus Mini-lesson, Practice (with teacher conferences), Share and Reflect

Gradual Release Model-Focus Lesson, Guided Instruction, Collaborative, Independent

Primary Source? Secondary Source? 2 Examples
Website for Daredevil: The Daring Life of Betty Skelton by Meghan McCarthy
Scavenger Hunt for primary sources using other Meghan McCarthy books/website
Primary Source? Secondary Source? 2 Examples
Next Unit: Underground Railroad Research Museum in a Box Ohio History Connection
## Pre-Assessment Results

<table>
<thead>
<tr>
<th>Class</th>
<th>Pre-Assessment</th>
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<tr>
<td>Class 3</td>
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<tr>
<td>Class 4</td>
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<tr>
<td>Class 5</td>
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</table>
Primary Sources Unit Progression

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http://www.meghan-mccarthy.com/books.html
### Post Assessment Data and Next Steps

<table>
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<tr>
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<th>Post Assessment</th>
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<tbody>
<tr>
<td>Class 1</td>
<td>0%</td>
<td>86%</td>
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<tr>
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<td>Class 5</td>
<td>19%</td>
<td>86%</td>
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</table>
Jessica Klinker
Franklin Heights High School - Grades 9-12
South-Western City Schools
Building-wide SLO: One School, One Vision

Together We’ll Get it Done!
Teacher-Based Data Teams:

Today's Agenda:
- Evaluate essential learnings (Anne shared with us in Google docs)
  - all approve
- Evaluate nonfiction reading assessment data
  - Anne noted that students were using a lot of opinion and they were not using evidence from text. Those who used evidence of any kind were mainly citing from personal experiences, not from text. 7 of 98 (7.5%) Advanced; 15 of 98 (15.5%) Proficient, 35 of 98 (36%) Targeted, 40 of 98 (41%) Intensive
  - Art Jordan did not have the pre-assessments, but also notices that students are not able to effectively cite text (mainly from fiction works) in the assessments he has given this year.
  - Martin: 74% of students were intensive in their responses; 15% were in the targeted level, 7% proficient, 4% advanced
  - Intensive = 0-3
  - Targeted = 4-5
  - Proficient = 6-7
  - Advanced = 8-10
- Discuss strategies to address students' strengths and weaknesses
  - **Strengths:** Question 3 (what statistics support author's claim), Question 5 (context clues) -- "Check all that apply" questions. They can identify text evidence from text -- can use text to check answer (just cannot use it later).
  - **Weaknesses:**
    - Question 1 (about credentials of author) - one of most missed
    - Question 6 (appeals used)
    - Question 7 (author's purpose)
    - **Short Answer (text evidence)** This is going to be our main target to start with.
Teacher-Based Data Teams:

Today's Agenda:

- Tiers from the short answer question using citing evidence (Question 9: Write a short paragraph in which you take a stance).
  - Intensive: No evidence and No stance
  - Targeted: Picked a stance, but only backed up with opinion
  - Proficient: Picked a stance, with one or unclear evidence
  - Advanced: Two appropriate and valid pieces of evidence back their stance.
- Anne: 77 students total: 12 Intensive, 20 Targeted, 38 Proficient, 7 Advanced
- Karen: 44 students total: 56% (25 kids) Intensive, 29% Target (13 kids) Targeted, 11% (5 kids) Proficient, 2% (1 kid) Advanced
- Kristin: 74% of students were intensive in their responses; 15% were in the targeted level, 7% proficient, 4% advanced
- Create a formative assessment on this skill
  - Will be tabled until closer to the semester exam, after more teaching has taken place, but teachers are using several short-cycle assessments on similar skills.
- Discuss strategies
  - Using highlighters to highlight when they see the piece of evidence.
  - Question then box with “Answer the question being asked”, then a second box that said “Text Evidence than supports this answer,” then a third box is the “Opinion” / Yes MAAM (Me, Author, Author, Me).
  - Literal cutting and pasting of evidence
  - Observe, Reflect, Question
  - Give them the claim and they provide the evidence, i.e. Hadley is an evil character. Give me three reasons why.

Next Meeting: 11/24/14 - Bring back results from trying strategies discussed and data from any short-cycle assessments. Also, bring any new strategies to consider.
Writing SLO - Professional Development Needs Assessment

Your username (jmk0408@swccd.edu) will be recorded when you submit this form. Not jmk0408? Sign out
* Required

Rate your current comfort level with teaching argumentative writing in your content area. *

1 2 3 4 5

Not comfortable at all ☐ ☐ ☐ ☐ ☐ Very comfortable

When you look at the rubric used to assess argumentative writing, what aspects do you feel most comfortable teaching? *

Use this link to access the rubric:
https://docs.google.com/a/swccd.edu/file/d/0B0_3VhlyxM4iO0ySTk1NVRudjk/edit

What types of professional development on argumentative writing do you believe you and your students would most benefit from? *
First Year Results:
What We’ve Learned and Where We’re Going

86%
Data for decision-makers...

Aligning with priorities...
### MG MS/HS Library September

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<th>5</th>
<th>6</th>
<th>7</th>
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<td>HS Library SH Orientation Carey, Ulom, Barnhart - L2</td>
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**Games Physics Bio Research A**

**Games Applied Chem Bio Research B**

**Games Chem Bio Research L2/C**

**Insurance 12**

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### Data for decision-makers

... Aligning with priorities & informing.

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### West Gov 12 Issue Project A/C

- **17**: Welker/Mowery Notes 1?, 2,3,4,9,10
- **18**: West Gov 12 Issue Project A/C
- **19**: Welker/Mowery Notes 1?, 2,3,4,9,10
- **20**: West Gov 12 Issue Project A/C
- **25**: Grant report & other projects
- **26**: Gerber Bk Check out Fiction Classics project
Data for decision-makers...

Aligning with priorities...
Data-Driven Decision-Making

Formative Assessment

Spring
1. Bias Lesson

Did bias lesson we did in January change how you looked at the resources you used for your research project?

Yes 18  No 13

Did it change how you looked at information in general?

Yes 18  No 13

Examples
- You can’t rely on one source. You have to realize that there are more than one point of views.
- It stopped me from using every web site.
- I actually take my time to really look at what information I am being given
- It made me look for things I needed and not the things I didn’t
- If the info was a one sided argument
- No
- Made it easier to find the bias
- I looked more in depth with the research I was looking for.
- I looked to make sure if it was bias or not
- I did choose not to use one site because I thought it was too bias
- It didn’t
- I already knew that you had to look carefully at bias sites. I only take think like statistics and fact that I found on other sites as well.
- I focus on the organization it is associated with more
- I looked several times at the site to make sure it was not bias
- It helped me remember what they were but other than that…pretty much….
Formative Assessments

Tues & Wednesday
Teacher: West
Periods: A & C
Subject: Gov.

Lesson name & overview:
Issue Research Paper
  Introduction & Greeting
  Overview feedback from Spring 14
  Video

Bias
  Question student groups about bias. (See below.)
  Discuss bias pros and cons
  Give students bias activity sheet.
  • Assign bias activity
  • Compare.

---

Note Taking Conference Rubric

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<th>Information:</th>
<th>Apprentice</th>
<th>Journeyman</th>
<th>Master</th>
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</tr>
<tr>
<td>irrelevant information</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>does not reflect understanding</td>
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<td>1</td>
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Comments on back:
Formative Assessments


**Opposing Viewpoints.**


This source is credible because it is part of the Friedman Foundation, and Milton Friedman is a Nobel Prize winning economist. Drew Catt, the author of the article serves as a Research Analyst at the Friedman Foundation.


**Opposing Viewpoints.**

Richard Fossey is the Paul Bardin Endowed Professor of Education at the University of Louisiana in Lafayette, Louisiana. Fossey is a professor of education and law and policy.


This source is credible because Milton Friedman, the founder of the Friedman Foundation, is a Nobel Prize winning economist. The information found within this
## Summative Assessment

### Bibliography Rubric – Project

<table>
<thead>
<tr>
<th>Source Quality &amp; Quantity</th>
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<td>2 pts.</td>
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<td>Bonus</td>
<td>Variety and Authority of Sources Used for Project:</td>
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<td>Annotation:</td>
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<td>▪ Unclear/poorly written</td>
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<td>4 pts.</td>
<td>7 pts.</td>
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<tr>
<td>▪ Resources do not make sense/ not relevant for project.</td>
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<td>1 pt.</td>
<td>2 pts.</td>
<td>3 pts.</td>
<td>Bonus</td>
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- Sources are not timely: 0 pt. 1 pt. 2 pts.
- Sources are timely: Includes a scholarly journal article.

### Bibliography Mechanics

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<td>.75 pt.</td>
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Data-Driven Decision-Making
Questions & Discussion
Passport/Exit Ticket
1. Tell me some things you learned.
2. Tell me how you plan to use what you learned.
3. Tell me what needs to be improved.
4. Tell what you liked about the lesson.
5. Do you have any questions?