Smarter Balanced Assessment Consortium

Using the Digital Library to Support Teaching and Learning

Fall 2014
Learning Targets:

• I understand the attributes of the formative assessment process.
• I understand how the Smarter Balanced Digital Library will support the formative assessment process.
A learning progression is a carefully sequenced set of building blocks that students must master en route to mastering a more distant curricular aim. These building blocks consist of subskills and bodies of enabling knowledge.

-James Popham, 2007
Learning Targets:

- I understand the attributes of the formative assessment process.
- I understand how the Smarter Balanced Digital Library will support the formative assessment process.
Success Criteria:

• I can explain the Formative Assessment Process.
• I can gather evidence for each of the four attributes (Clarify Intended Learning, Elicit Evidence, Act on Evidence and Interpret Evidence).
• I can use resources found in the Smarter Balanced Digital Library to support the formative assessment process.
Anticipation Guide

Read the statements on **Chart 1** and mark your responses in the left columns.
Smarter Balanced Assessment Consortium Digital Library

- An online collection of instructional and professional learning resources contributed by educators for educators.

- Resources are aligned with the intent of the Common Core State Standards (CT Core Standards) and will help educators implement the Formative Assessment Process to improve teaching and learning.
Formative Assessment Practices and Strategies

• Are the basis for a digital library of professional development materials, resources, and tools.
• Are aligned to the Common Core State Standards.
• Are research-based instructional tools available on-demand.
• Help teachers address learning challenges and differentiate instruction.
# Digital Library Resources

## Assessment Literacy Modules
- Commissioned Professional Learning Modules
- Resources for educators, students and families
- Frame Formative Assessment within a Balanced Assessment System
- Articulate the Formative Assessment Process
- Highlight Formative Assessment Practices and Tools

## Exemplar Instructional Modules
- Commissioned Professional Learning Modules
- Instructional coaching for educators
- Instructional materials for students
- Demonstrate/support effective implementation of the formative assessment process
- Focus on key content and practice from the Common Core State Standards for Mathematics and English Language Arts

## Education Resources
- High-quality vetted instructional resources and tools for educators
- High-quality vetted resources and tools for students and families
- Reflect and support the formative assessment process
- Reflect and support the Common Core State Standards for Mathematics and English Language Arts
- Create Professional Learning Communities
Resources in the Digital Library

- Assessment Literacy Modules
- Exemplar Instructional Modules
- Education Resources

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- Not an assessment bank
- Not an item bank
- Not a learning management system where educators can register for training or receive credit by completing specific online courses
- Not a library for general public (will require registration and login)
- Not a site where any resource can automatically be posted; all resources must be vetted through the Quality Criteria
Digital Library Functionality

Uses state-of-the-art tagging, filtering, and search features to locate, view, download, favorite, and rate resources to:

- Expand educator practice to differentiate instruction for diverse learners
- Increase educator understanding about assessment literacy
- Promote engagement of students in their own learning
- Design professional development opportunities
- Compile materials for Professional Learning Communities
How Resources Enter the Digital Library

Resource Contributed

Prepare w/ Cover Profile

Gate-Keeping Criteria

Quality Criteria

Review

Final Review (if needed)

Recommend for Review

Unanimously Recommended

Digital Library

Software
Cross-State Collaboration

Innovative collaboration features that promote collegial conversations across the country. These features:

- Encourage educators to rate resources
- Promote how the resources can be used
- Provide online forums for educators to share their expertise with and pose questions to colleagues
The Formative Assessment Process
Common Core State Standards specify K-12 expectations for college and career readiness.

How do we get from here...

Teachers and schools have information and tools they need to improve teaching and learning.

...to here?

All students leave high school college and career ready.
How do we get from here…

Common Core State Standards specify K-12 expectations for college and career readiness

ACTIVITY

How do we get from the left to the right?

Share your thoughts with a partner.

…to here?

All students leave high school college and career ready
Smarter Balanced
A Balanced Assessment System

How do we get from here...

Common Core State Standards specify K-12 expectations for college and career readiness

Summative assessments
Benchmarked to college and career readiness

Teachers and schools have information and tools they need to improve teaching and learning

Educator resources for formative assessment practices to improve instruction

Interim assessments
Flexible, open, used for actionable feedback

...to here?

All students leave high school college and career ready
Where Does Formative Assessment Fit?

Adapted from Margaret Heritage
Balanced Assessment System

Scope, sequence, number and timing of assessments are locally determined.
Quick Write

Take

Write a definition for Formative Assessment

Share your definition with a partner.
What Does the Research Say?

Review the *research handout* on formative assessment.

- What resonates with you?
- Discuss your thoughts with a partner.
Formative assessment is a **deliberate process** used by teachers and students **during instruction** that provides **actionable feedback** that is used to **adjust** ongoing teaching and learning strategies to improve students’ self-assessment, reflection and attainment of curricular learning targets/goals.

How does your definition compare?
Key Features of Formative Assessment

- This is a **process**, not a “thing”
- It is used by **both teachers and students**
- Formative-assessment practices occur **during instruction** (literally)
- It provides **immediate assessment-based feedback** to teachers and students
- The function of this feedback is to help teachers and students make **immediate adjustments** that will improve students’ achievement of the intended learning.
The Formative Assessment Process is NOT

• It is not a test.
  ▪ Not Common Formative Assessments
  ▪ Not benchmark assessments
  ▪ Not end-of-course assessments
  ▪ Not analysis of test data to make adjustments
• It is not random observations.
• It is not just good instruction.
Four Attributes of the Formative Assessment Process

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence
Four Attributes of the Formative Assessment Process

Clarify Intended Learning
Resource from the Digital Library

Close Reading Strategies With Complex Informational Text

Instructional Resource

Author: Expeditionary Learning
Owner: Expeditionary Learning

Grappling with Complex Informational Text
from Expeditionary Learning

View All Materials
Grappling with Complex Informational Text - Common Core
Literacy

CONNECTICUT STATE DEPARTMENT OF EDUCATION
1. Digital Library Resources
2. Subjects, Grades, Attributes, Media Types, Resource Type, Intended End Users, Intended Student Populations, Module Type, Geographic Settings, Common Core State Standards
3. Search bar
4. Sort by: Newest
5. Estimations and Approximations: The Money Munchers
6. Analyze Development of Theme in a Text: Clarify Intended Learning
   - Subject: ELA - Reading Literature
   - Grades: 6 - Sixth Grade
   - Media Types: Video, Image, Document, Interactive, Presentation, Audio

   - Guiding Questions:
     1. How does the theme of allocation influence the characters?
     2. How do the themes of allocation and competition interact?

   This 15-minute module focuses on a teacher clarifying intended learning for students — understanding word choice impacts the...

   - Subjects: ELA - Reading Literature
   - Grades: 6 - Sixth Grade
   - Media Types: Video, Image, Document, Interactive, Spreadsheet, Audio

   - Write a Character Description Using Evidence: Act on Evidence
   - Subjects: ELA - Reading Literature, ELA - Writing
   - Grades: 4 - Fourth Grade
   - Media Types: Video, Image, Document, Interactive, Audio
Log into the Smarter Balanced Digital Library

www.SmarterBalancedLibrary.org
Four Attributes of the Formative Assessment Process
Using Anchor Papers As A Tool For Students To Self Assess

Instructional Resource

Author: Exemplars
Owner: Exemplars

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Exemplars

Name: ________________

Dimes for a Basketball

Isabelle is saving dimes to buy a basketball that cost three dollars. Isabelle wants to know if she has saved enough dimes. Isabelle decides to put dimes in rows. Isabelle puts five dimes in each row. When Isabelle is done she has five complete rows of dimes. Does Isabelle have enough dimes to buy the basketball? Show all your mathematical thinking.
Four Attributes of the Formative Assessment Process

Connecticut State Department of Education
Problem Solves And Communicates Clear Reasoning Involving S.A.

Instructional Resource

Author: MARS, Shell Center, University of Nottingham

Owner: MARS, Shell Center, University of Nottingham

Mathematics Assessment Project
CLASSROOM CHALLENGES
A Formative Assessment Lesson

Designing: Candy Cartons
Four Attributes of the Formative Assessment Process

Act on Evidence
Module from the Digital Library

Write a Character Description Using Evidence
Offer Regular Descriptive Feedback

“The most powerful single modification that enhances student achievement is **feedback**. The simple prescription for improving education must be ‘dollops of feedback’” (Hattie, 1992, p. 9).
Applying Your Learning

- View the video
- Gather evidence of the four critical attributes of the formative assessment process.
- Prepare to share your results.
Professional Learning Resources

Formative Assessment - Examples of Practice

A WORK PRODUCT INITIATED AND LED BY
E. CAROLINE WYLIE, ETS

The vignettes are taken from teacher observations conducted in a variety of schools across the U.S. These vignettes illustrate formative...
District-developed monthly exams are to be administered to all students at the end of each of the school year’s first eight months. The exams are based on state-authorized curricular goals for the grade and subjects involved. Because district administrators insist that teachers send results of these tests home to parents, all teachers do so. Yet, because the content covered by the monthly tests typically doesn’t coincide with what is being taught at the time the tests are administered, teachers rarely alter their instruction based on students’ performances on the monthly exams.
What’s next?

A user of the Digital Library will:

• Have access to innovative, comprehensive modules
• Use resources to support the formative assessment process in the context of the Common Core State Standards
• Rate and review resources
• Share experiences of using the resources
• Collaborate with colleagues across the consortium states
Teachers

The Smarter Balanced Assessment System is a key part of implementing the Common Core State Standards and preparing all students for success in college and careers. Developed in collaboration with K-12 teachers and higher education faculty, these new assessments provide an academic check-up and are designed to give teachers better information to help students succeed.

Smarter Balanced assessments will replace existing tests in English and math. Administered online, they offer significant improvements over tests of the past, including: writing at every grade; expanded accessibility features to meet the needs of all students, and performance tasks that ask students to demonstrate an array of research, writing, and problem solving skills.

More than Just a Year-End Test

In addition to a year-end summative assessment, the Smarter Balanced Assessment System includes optional...
Explore the Digital Library

- Clarify Intended Learning
- Elicit Evidence
- Act on Evidence
- Interpret Evidence
How will you use the Digital Library to support Teaching and Learning?
How will you use the Formative Assessment Process as an integral part of improving Teaching and Learning?
1. Go to www.ConnecticutSeed.org
2. Using the revised *CCT Rubric for Effective Teaching*, identify areas within the rubric where you find references of the formative assessment process.
3. Share your findings with your table partners.
4. Be prepared to share with the group.
With a partner, make a list of your Top 5 Take-Aways about the Smarter Balanced Digital Library.
Key Elements of Formative Assessment

1. The identification by teachers & learners of learning goals, intentions or outcomes and criteria for achieving these.

2. Rich conversations between teachers & students that continually build and go deeper.

3. The provision of effective, timely feedback to enable students to advance their learning.

Black & William, 1998
4. The active involvement of students in their own learning.

5. Teachers responding to identified learning needs and strengths by modifying their teaching approach(es).

Black & William, 1998