

Assess Progressively

Assess to Advance: Respond to Expand Competence

Forward Feedback is Essential for Formative Assessment

Forward Feedback is Specific feedback that:

- ✓ Identifies strengths
- ✓ Guides students to take the next step

Enables students to:

- ✓ Feel positive
- ✓ Improve their work
- ✓ Clarify their thinking
- ✓ Go farther!

EXAMPLES

- + Your answer to the first question is clear and correct.
 - Read the passage again to find the information you need to answer the second question.
- + Your answer is close.
 - List the steps you took to get it—then check your work to figure out how you should change it.
- + Your chart includes correct information.
 - Go farther—write a summary of what your chart shows.
- + You started the extended response with a clear beginning.
 - Add more information from the passage that supports your answer.
- + You have written a complete summary—all the important parts.
 - EXCEED! Write directions for another student—explain how to summarize.
- + You have collected important information.
 - Re-read the question. Make sure you have got information you need to respond completely to each part of the question.
- + You have included some information from one of the passages.
 - The question asks you to use facts from the two passages. Underline information in the second passage that can help answer the question. Then add a paragraph to your answer using that information.
- + Your experiment report tells what you did very clearly.
 - Explain what you learned from the experiment.

Differentiate Assessment

Diversify instruction and assessment to respond to individual learning needs and styles.

Teach Explicitly	Assess Diversely Assessment if done independently
Word Knowledge T: Display words and pictures by patterns and topic	<input type="checkbox"/> Draw pictures to show what words mean. <input type="checkbox"/> Match words/pictures pictures/words. <input type="checkbox"/> Chart word patterns. <input type="checkbox"/> Make alphabet chart or book. <input type="checkbox"/> Write sentence with word. <input type="checkbox"/> Choose word to complete sentence. <input type="checkbox"/> Make/complete grammar chart rule and example.
Comprehension and Fluency <i>Reading Transfer:</i> T: Read to--model, read with --guide students S: Re-read to find out more. <i>PQRST:</i> T: Preview; ask BIG question S: Read, organize, show, tell	<input type="checkbox"/> Draw pictures of: characters, setting, event. <input type="checkbox"/> Complete graphic organizers: list, chart, time-line, sequence chart, map, diagram, web. <input type="checkbox"/> Answer multiple choice question; explain your choice. <input type="checkbox"/> Write or match sentences that describe or explain _____. <input type="checkbox"/> Infer characteristics, motives, prior actions, next action. <input type="checkbox"/> Summarize. <input type="checkbox"/> Identify the main idea, give examples. <input type="checkbox"/> Dramatize the story or history <input type="checkbox"/> Write the next part. <input type="checkbox"/> Write note to or from someone who "was there".
Strategic Reading T: Think out loud—explain the strategies you use as you read	<input type="checkbox"/> Think out loud. <input type="checkbox"/> List what's important <input type="checkbox"/> Ask yourself questions as you read <input type="checkbox"/> Apply the same strategy to different sections or texts. <input type="checkbox"/> Draw what you read
Math T: Demonstrate math T: Post vocabulary and example/picture	<input type="checkbox"/> Draw the problem and solution <input type="checkbox"/> Act out the problem and solution <input type="checkbox"/> Write math—examples, explanations, "Math Path". <input type="checkbox"/> Make up math problems. <input type="checkbox"/> Make math glossary. <input type="checkbox"/> Write a math guide
Content Knowledge T: Present topic, main idea, vocabulary; S: Listen/look/read to learn information and understand ideas	<input type="checkbox"/> List important words, add pictures. <input type="checkbox"/> List information about one category. <input type="checkbox"/> Draw pictures that show facts about this topic. <input type="checkbox"/> Complete graphic organizers. <input type="checkbox"/> Give facts that support an idea. <input type="checkbox"/> Identify or choose an idea that facts support. <input type="checkbox"/> Write and/or draw about a topic.
Writing T: Do a "write aloud" ✓ Focus on one format at a time. ✓ Emphasize one criterion at a time.	<input type="checkbox"/> Work on one kind of writing at a time. <input type="checkbox"/> Focus on one criterion for good writing at a time. <input type="checkbox"/> Edit writing for that one focus. <input type="checkbox"/> Illustrate your own writing. <input type="checkbox"/> Make punctuation posters

How will you RESPOND to Increase Student Learning?

CPS Teaching Framework domains: 3d Using Assessment in Instruction

3e responsiveness—response to student needs—**intervention and enrichment**

PRIORITY	RESPONSES: Ways to help students who need support.
How to read	<ul style="list-style-type: none"> <input type="checkbox"/> students “peer coach” <input type="checkbox"/> student explains the reading in own words paragraph by paragraph <input type="checkbox"/> student draws pictures to show the situation <input type="checkbox"/> multiple choice questions with just 2 responses, then expand to 3 and 4 <input type="checkbox"/> students complete graphic organizer
How to solve a math problem	<ul style="list-style-type: none"> <input type="checkbox"/> students “peer coach” <input type="checkbox"/> student writes guide to solving problems <input type="checkbox"/> student corrects a problem solving example <input type="checkbox"/> students work in pairs <input type="checkbox"/> students solve problem and explain how <input type="checkbox"/> students write guide to solving problems <input type="checkbox"/> students complete “math path” <input type="checkbox"/> students design and play math game designed to increase knowledge of math facts
How to write	<ul style="list-style-type: none"> <input type="checkbox"/> focus on one element of writing at a time <input type="checkbox"/> students co-write <input type="checkbox"/> class/group makes outline, then students write based on that outline <input type="checkbox"/> students write a “how to” writing guide <input type="checkbox"/> students use writing “scaffold” <input type="checkbox"/> students write guide to writing <input type="checkbox"/> students correct writing with errors, editing that, THEN editing their own
Content Area learning	<ul style="list-style-type: none"> <input type="checkbox"/> students complete graphic organizer <input type="checkbox"/> students write based on graphic organizer <input type="checkbox"/> students illustrate paragraph by paragraph <input type="checkbox"/> students outline a passage <input type="checkbox"/> students find information to support a position or conclusion <input type="checkbox"/> students collaborate to write a booklet about the topic

Enrichment: What challenge will you add?

TEACHERS ARE PROBLEM SOLVERS!

Each problem has more than one solution. List two different ways to solve it.

PROBLEM	WAYS TO RESPOND

Graphic Organizer Assessment Rubric

The Graphic Organizer is a middle step—between the learning and reporting the learning. Usually a graphic organizer is part of a process, it is a way to organize information, an intermediate step to making a presentation or writing about a topic or situation. It may be a “pre-writer” that students use to organize their writing. So students should meet the following criteria when making a graphic organizer:

- ✓ Is it complete?
- ✓ Is it correct?
- ✓ Is it clear?

The following rubric is designed for use if the graphic organizer is the final assignment. Otherwise, it can be used as a **checklist** for making sure that the organization is complete and useful as students base their next steps—writing or presenting—on the information they have organized.

Recommended: Students can exceed if they revise their responses to meet the level 4 requirements.

SHOW CLEAR THINKING

Rating	Requirements
4	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for each part of the organizer<input type="checkbox"/> All information is correct<input type="checkbox"/> Gives organizer a title (if it does not have one)<input type="checkbox"/> Writes about the organizer—an explanation, summary, or application of what the organizer presents (complexity varies with grade level—from sentence through extended response) or constructed response that extends or evaluates the content of a text (or texts)<input type="checkbox"/> Cites the source of the information
3	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for each part of the organizer<input type="checkbox"/> All information is correct
2	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for most parts of the organizer<input type="checkbox"/> Most information is correct
1	<ul style="list-style-type: none"><input type="checkbox"/> Provides information for part of the organizer<input type="checkbox"/> Some information is correct