A Whole School Approach to Assessment Literacy

Chandra Wilburn
Jessica Boerner
Nelson Elementary
Learning Targets
Overview of Learning Targets

A learning target is an intentional statement of what students will know and be able to do better by the end of the lesson. It provides a just right-sized chunk of standards-based content and skills within the zone of proximal development. Student-friendly, academic vocabulary is used. It includes how students will demonstrate success or provide evidence of their learning.
Students who can identify what they are learning significantly outscore those who cannot.

Robert J. Marzano
BEFORE I RETURN YOUR ESSAYS, LET ME EXPLAIN MY GRADING CRITERIA.

I DEDUCTED ONE FULL GRADE IF YOUR ESSAY WAS HANDWRITTEN RATHER THAN TYPED, OR IF YOUR MARGINS AND HEADINGS WERE INCORRECT.

I ALSO TOOK OFF POINTS FOR MISSING FOOTNOTES, INCOMPLETE BIBLIOGRAPHIES, LACK OF PAGE NUMBERS AND GENERAL SLOPPINESS.

THUS, MANY OF YOU FAILED BEFORE I READ ONE WORD.

MR. FOGARTY, I DIDN'T DO THE ASSIGNMENT. DID I PASS?
Examples of Learning Targets

1st Grade

ESL

Special Areas
Clear Targets

Are the student learning targets stated and easy to find?

Are the student learning targets focused—are there too many?

Are they clear?

Are they appropriate?

Do the stated learning targets reflect a bigger plan to cover all important learning targets over time?
A Mathematics Example

- Math
- Decimals
- Page 152 in the book
- Going on a decimal hunt
- Read decimals and put them in order
“Please, Ms. Sweeney, may I ask where you’re going with all this?”
Learning Targets

• Knowledge
• Reasoning
• Performance/skills
• Products
Knowledge Targets

Mastery of substantive subject content where mastery includes both knowing and understanding it.
Knowledge Examples

• Identify metaphors and similes
• Read and write quadratic equations
• Describe the function of a cell membrane
• Know the multiplication tables
• Explain the effects of an acid on a base
Reasoning Targets

The ability to use knowledge and understanding to figure things out and to solve problems.
Reasoning Examples:

• Use statistical methods to describe, analyze, evaluate, and make decisions.
• Make a prediction based on evidence.
• Examine data/results and propose a meaningful interpretation.
• Distinguish between historical fact and opinion.
Performance/Skills Target

The development of proficiency in doing something where the **process** is most important.
Performance/Skill Examples:

• Measure mass in metric and SI units
• Use simple equipment and tools to gather data
• Read aloud with fluency and expression
• Participates in civic discussions with the aim of solving current problems
• Dribbles to keep the ball away from an opponent
Product Targets

The ability to create tangible products that meet certain standards of quality and present concrete evidence of academic proficiency.
Product Examples:

- Construct a bar graph
- Create a community that includes businesses that provide goods and services
- Construct a physical model of an object
- Write a paper that supports your research
“By setting out clearly in their own minds what they wanted the students to learn, the teachers would be in a position to find out what the ‘gap’ was between the state of students’ current learning and the learning goal and to be able to monitor that ‘gap’ as it closed.”

---Assessment for Learning: Putting it into Practice
Deconstructing Standards
Are the Standards Clear?

• Can your content standards stand alone and be used as learning targets or do they need to be deconstructed or ‘unpacked’?

• Deconstruction involves taking a standard and breaking it down into manageable learning targets—Knowledge, Reasoning, Performance/skills, and/or Products—so that students and teachers can accurately identify what students should know and be able to do.
**FIRST GRADE**

**Standard/Benchmark:**

Produce writing to communicate with different audiences for a variety of purposes.

<table>
<thead>
<tr>
<th>Type</th>
<th>Knowledge</th>
<th>Reasoning</th>
<th>Skill</th>
<th>Product</th>
</tr>
</thead>
</table>

**Learning Targets:**

What are the knowledge, reasoning, skill, or product targets underpinning the standard?

<table>
<thead>
<tr>
<th>Knowledge Targets</th>
<th>Reasoning Targets</th>
<th>Skill Targets</th>
<th>Product Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Know what a sentence is</td>
<td>Distinguish the uses or meanings of a variety of words (word choice)</td>
<td>Hold a pencil correctly</td>
<td>Write sentences with varied beginnings.</td>
</tr>
<tr>
<td>Understand concept of word choice</td>
<td></td>
<td>Print letters correctly according to DN methods</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Space words</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Use lines and margins correctly</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Stretch out sounds in words to create a temporary spelling of the word</td>
<td></td>
</tr>
</tbody>
</table>
Creating Targets for “Driving a Car”

● What **knowledge** will students need to demonstrate the intended learning?
● What patterns of **reasoning** will they need to master?
● What **skills** are required, if any?
● What **product** development capabilities must they acquire, if any?
Driving a Car Targets

- **Knowledge**
  - Know the law
  - Read signs and understand what they mean

- **Reasoning**
  - Evaluate ‘am I safe’ and synthesize information to take action if needed

- **Skills**
  - Steering, shifting, parallel parking, …

- **Products**
  - (not appropriate target for standard)
Without Clear Targets We Can’t Do Any of the Following…

• Know if the assessment adequately covers what we taught.
• Correctly identify what students know and don’t know and their level of achievement.
• Plan next steps in instruction.
• Give detailed, descriptive feedback to students.
• Have students self-assess or set goals likely to help them learn more.
• Keep track of student learning target by target or standard by standard.
• Complete a standards-based report card.
Activity

Is this a strong Target?

Q&A session - who needs an after-lunch sugar fix? :)


Strong and Weak Work
Overview of Strong and Weak Work

- What would be the purpose of using strong and weak work?
- How would students know if their work is strong or weak?
- How do you use examples of strong and weak work with your students?
Co-Constructing Criteria

Co-constructing criteria with students is one of the most powerful facets of assessment for learning. By engaging them in the process of defining the learning goal and what success looks like, teachers are often amazed at how much MORE learning happens.
You Try It!

With the group (co-constructing criteria for conferring)
Co-Creating Criteria School-Wide

Kindergarten- classroom rules

Literacy Intervention- what goes in our book bags? What is fluent reading?

3rd grade - Main Idea and Personal Narrative

4th Grade- Co-constructing vocabulary list
2nd Grade: Solving Word Problems

Checklist

2. Show how you will solve?
3. Write my number sentence. (Equation)
4. Must Show your Work
5. Write my Answer
6. Label your Answer
Sarah had 725 balloons. 235 were yellow, 126 were blue, 172 were green. How many balloon were other colors?

$$725 - 533 = 192 \text{ other colors}$$

$$235 + 126 + 172 = 533$$

$$725 - 533 = 192 \text{ other colors}$$
Goal: I am learning to be a fluent reader.

Success Criteria:
- I can make my reading sound like talking.
- I can track with my eyes (not pointing to every word).
- I change my voice for punctuation.
- I know my sight words.
Literacy Intervention
Literacy Intervention
Kindergarten - co-constructing criteria
4th Grade- Co-Constructing Vocabulary
3rd grade Checklist and Rubric

Checklist For Finding Main Idea

- Read the text
- Identify the topic (subject) of the text
- Think about the details from the text
- Look for repeating words
- Write down details that make the same point
- Combine the topic and the details to find the main idea.

My Personal Narrative Rubric

<table>
<thead>
<tr>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>I answered the prompt and stayed on topic</td>
</tr>
<tr>
<td>My details are in sequential order.</td>
</tr>
<tr>
<td>My sentences go together. (On topic)</td>
</tr>
<tr>
<td>My details help the reader imagine my experience.</td>
</tr>
<tr>
<td>My details show how important this story is to me.</td>
</tr>
<tr>
<td>I used interesting words that describe events in my story.</td>
</tr>
<tr>
<td>My sentences are complete and make sense.</td>
</tr>
<tr>
<td>I double-checked spelling, spacing, punctuation, and capitalization</td>
</tr>
</tbody>
</table>
Feedback
Overview of Feedback

**Feedback** is an essential part of effective learning. It helps **students** understand the subject being studied and gives them clear guidance on how to improve their learning. ... Providing **students** engage with **feedback**, it should enhance learning and improve assessment performance.
Video on Feedback
Examples of Feedback:

Stars and Stairs

That's Good! Now This:

Example 1

That's good!

Now this:

Example 2

MY TEACHER'S COMMENTS:
That's good!

Now this:

MY COMMENTS:
What I did:
Please give special attention to:
Google Classroom (feedback from admin)
Google Gradebook (Feedback)

How To Create a Grade book in Google Sheets
Examples of Google Gradebook
Digital Portfolios (feedback)

SeeSaw  https://web.seesaw.me/

Class Dojo  https://www.classdojo.com/

Remind 101  https://www.Remind.com

What do you use or know of that others have mentioned using for Digital Portfolios?
**FEEDBACK DO’S & DON’TS**

**TARGET THE TASK**
"You’ve done an excellent job supporting your argument with evidence from the text."

**TARGET IDENTITY**
"You’re such a good analytical thinker."

**BE SPECIFIC**
"Review the difference between independent and dependent variables."

**BE VAGUE**
"Try harder next time."

**PROVIDE FEEDBACK OFTEN**
"Let’s begin class with peer review."

**EXPECT STUDENTS TO FIGURE IT OUT ON THEIR OWN**
"..."

**FOCUS ON PROCESS**
"Was this strategy effective?"

**FOCUS ONLY ON RESULTS**
"This is your grade."
Feedback activity

Share out! What are some ways that you give feedback to students in your classroom/groups/school?