

Welcome to Assessment for Student Learning



LT: Participants will understand the
Assessment for Student Learning dimension.

SC:

1. Understand the differences in the performance levels for ASL.
2. Identify and develop strategies for the indicators of ASL.



Norms for Learning

- Share ideas
- Listen to the ideas of others
- Respectfully question one another
- Keep electronic distractions to a minimum



Potential Conversation Prompts

I think I heard you say ... Is that correct? What is your evidence?

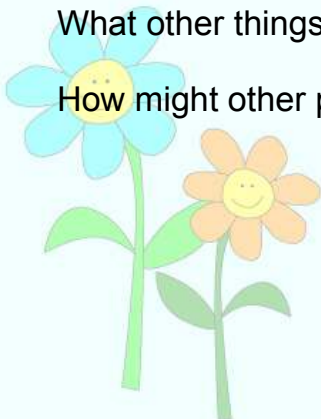
Do you think ... What makes you think that?


I agree because ... What might we use to support our claim?

I disagree because ... What did you base your decision on?

What other things might we see in this paragraph?

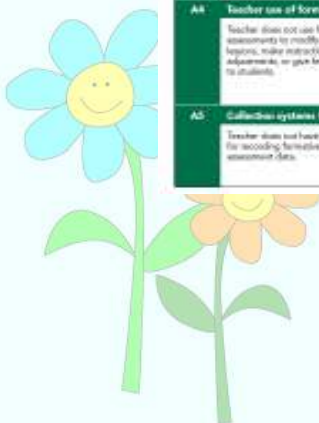
How might other people look at this?




CENTER for EDUCATIONAL LEADERSHIP
Division of Education | District of Columbia

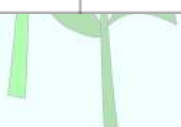
5D+™ Rubric for Instructional Growth and Teacher Evaluation

Assessment for Student Learning			
	Unsatisfactory	Basic	Proficient
A1: Student self-assessment	Teacher does not provide an opportunity for students to report their own learning in relation to the success criteria for the learning targets.	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning targets, but does not design student understanding of progress toward the targets.	Teacher provides an opportunity for students to assess their own learning in relation to the success criteria for the learning targets in ways that design student understanding of progress toward the targets.
A2: Student use of formative assessments over time	Students do not use formative assessments to assess their own learning.	Students use formative assessments at least two to three times per year/course to assess their own learning, determine learning goals, and monitor progress over time.	Students use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.
A3: Quality of formative assessment methods	Assessment tasks are not aligned with the learning targets.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides an opportunity for student thinking and needs.	Assessment tasks allow students to demonstrate learning. The quality of the assessment methods provides comprehensive information about student thinking and needs.
A4: Teacher use of formative assessments	Teacher does not use formative assessments to modify future lessons, make instructional adjustments, or give feedback to students.	Teacher uses formative assessments to modify future lessons or make in-the-moment instructional adjustments based on student understanding.	Teacher uses formative assessments to modify future lessons, makes in-the-moment instructional adjustments based on student understanding, and gives targeted feedback aligned with the learning targets to individual students.
A5: Collection systems for formative assessment data	Teacher does not have systems for recording formative assessment data.	Teacher has an observable system and routines for recording formative assessment data but does not use the system to inform instructional practice.	Teacher has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.



Assessment for Student Learning

Ideas in 5D+ Rubric Version 2 (v.2) Indicators	Can be found in 5D+ Rubric Version 3 (v.3) Indicators	Revision
A1	A1	Moved using success criteria for improvement of learning from P5 v.2 to A1 v.3. Removed frequency language.
A2	A3	Removed frequency language. Removed the terms <i>some</i> and <i>complex understanding</i> . Replaced these terms with student thinking and learning needs. Changed name from <i>demonstration of learning</i> to <i>quality of formative assessment methods</i> .
A3	A3	Changed title to <i>quality of formative assessment methods</i> . Performance level language more closely reflects 5D instructional framework.
A4	A5	Removed frequency language. Changed <i>instructional purpose</i> to <i>instructional practice</i> .
A5	A2	Removed frequency language. Frequency introduced in Basic has to do with the frequency of benchmark kinds of assessments, not the frequency of teacher practice.





5D+™ Teacher Evaluation Glossary

This glossary is provided to support common understanding of the language used in the University of Washington Center for Educational Leadership's 5D+ Rubric for Instructional Growth and Teacher Evaluation.

Agency. Students developing a learning mindset, which includes identifying strategies and habits that make their own learning effective. Students understanding that they can have an effect on their own learning.

All. The emphasis for *all* students is that a preponderance of evidence from the available data shows that the teacher includes all students.

Broader Purpose. How the learning relates beyond the classroom and is relevant to the world beyond school. This includes the ability to work in teams and independently, to be creative in approaches to problem solving, and to make meaningful contributions to the public good, which are ultimately the



For A1,

1. Read through the performance levels from unsatisfactory to distinguished and highlight or underline the differences from one performance level to the next.
2. Ask someone near you what they found. Use the glossary to look up terminology when necessary.
3. Discuss what this might look like in your classroom.



5D+ Rubric Possible Observables					
Assessment for Student Learning dimension					
INDICATOR	A1	A2	A3	A4	A5
	Student self-assessment	Student use of formative assessments over time	Quality of formative assessment methods	Teacher use of formative assessments	Collection systems for formative assessment data
DISTINGUISHED DESCRIPTION	T provides an opportunity for <i>SS</i> to assess their own learning in relation to the SC for the LT(s) in ways that deepen S understanding of progress toward the LT(s). <i>SS</i> use the SC for improvement.	<i>SS</i> use formative assessments at least two to three times per year/course and use formative assessments within each unit to assess their own learning, determine learning goals, and monitor progress over time.	Assessment tasks allow <i>SS</i> to demonstrate learning. The quality of the assessment methods provides comprehensive information about S thinking and needs.	T uses formative assessment to modify future lessons, makes in-the-moment instructional adjustment based on S understanding, and gives targeted feedback aligned with the LT(s) to individual S.	T has an observable system and routines for recording formative assessment data and uses the system to inform day-to-day instructional practice.
POSSIBLE OBSERVABLES	Proficient Possible T Observables: At the end of each class session, T reminds <i>SS</i> of the SC, provides an exit slip or journal prompt connected to the SC, and reads what each student wrote on a daily basis. T uses a "thumbs up" strategy at the	Basic Possible T Observables: T provides benchmark assessment data and supports students in setting and monitoring learning goals 3 or 4 times per year. Possible S Observables: <i>SS</i> use benchmark assessments to set learning goals. <i>SS</i> monitor progress toward their goals only	Basic Possible T Observables: T uses a turn-and-talk strategy to assess understanding of the directions and task. T listens to S talk to ensure they understand the task. Possible S Observable: All <i>SS</i> engage in turn-and-talk and discuss what they are being asked to do.	Proficient Possible T Observables: T listens to partner turn-and-talk discussion. T poses probing questions to partners to address a misconception. At the end of class, T talks about the next day's LTs, adjusting them based on today's S feedback. Possible S Observable:	Distinguished Possible T Observables: T uses a note taking system to document <i>SS</i> progress and next steps while conferring, listening to turn-and-talk responses, and reading responses from exit slips. The system is used to

For A1,

1. Read through the distinguished description and the possible observables.
2. Reflect on your classroom practices. How do they compare to the distinguished description? What strategies might you consider adding to your tool box?



LT: Participants will understand the
Assessment for Student Learning dimension.

SC:

1. Understand the differences in the performance levels for ASL.
2. Identify and develop strategies for the indicators of ASL.



For A2 - A5,

1. Read through the performance levels from unsatisfactory to distinguished and highlight or underline the differences from one performance level to the next.
2. Ask someone near you what they found. Use the glossary to look up terminology when necessary.
3. Discuss what this might look like in your classroom.



For A2 - A5,

1. Read through the distinguished description and the possible observables.
2. Reflect on your classroom practices. How do they compare to the distinguished description? What strategies might you consider adding to your tool box?



According to the CEL (developers of the 5D+ Rubric), formative assessments,

- occur concurrently with instruction
- provide specific feedback to teachers and students for the purpose of guiding teaching to improve learning
- include both formal and informal methods
- although teachers may record the results of formative assessments, we shouldn't factor these results into summative evaluation and grading.



According to Dylan Wiliam (author of Embedded Formative Assessment),

"An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence."



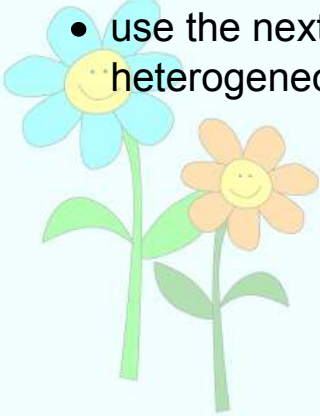
Mini Dry-Erase Boards

- use questions that have short responses
- have students all reveal answers at the same time
- students get immediate corrective feedback
- mistakes are erasable (no record of being wrong)
- option of page protectors over white card stock (can insert papers for specific lessons)



Exit Tickets

- good for longer responses
- work best when there is a natural break
- use to assess understanding of the learning target
- use to adjust the instruction to better meet the students' learning needs
- use the next day to homogeneously or heterogeneously group students



No Hands Up, Except to Ask a Question

- teacher should select a student/students to respond
- selection needs to be truly random
- allow volunteers after random selection
- don't let "don't know" end the conversation, ask which response is best and why, which response is incorrect and why, or to repeat or summarize what student(s) said



Compass Points

1. What **E**xcites you about the Assessment for Student Learning dimension?
2. What do you find **W**orrisome about the ASL dimension?
3. What else do you **N**eed to know about the ASL dimension?
4. What is your **S**uggestion for moving our understanding of ASL dimension forward?

