Teaching and Assessing WA State K–12 Mathematics Learning Standards in 2015–16

EWEC SUMMER INSTITUTE
RICHLAND HIGH SCHOOL
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Introductions

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Goals

• Understand the components of the Smarter Balanced assessment system
• Knowledge of specific components in the system
• Understand the formative assessment process
• Knowledge of available resources
Smarter Balanced Assessment System

WHY IS THE WORD “SYSTEM” USED?
Common Core State Standards specify K–12 expectations for college and career readiness.

Formative resources: Digital Library with instructional and professional learning resources for educators to improve instruction.

Interim: Flexible and open assessments, used for actionable feedback.

Summative: College and career readiness assessments for accountability.

All students leave high school college and career ready.

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

A Balanced Assessment System
System Components

• Formative Assessment
  ◦ Digital Library

• Interim Assessments
  ◦ Test Information Distribution Engine (TIDE)
  ◦ Testing Administration (TA)
  ◦ Teacher Hand Scoring System (THSS)
  ◦ Online Reporting System (ORS)

• Summative Assessments
  ◦ Same as Interim Assessments, except not THSS
Digital Library

• Access and support:
  ◦ All educators have access to the Digital Library
    ◦ District, typically District Assessment Coordinator (DAC), is first point of contact for support
  ◦ Encouraged to view the Welcome Tutorial
    ◦ Overview of formative assessment process
    ◦ Tips on navigating the Digital Library
    ◦ Tips on using resources in the Digital Library
Definition of Formative Assessment Process

“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’ attainment of curricular learning targets/goals.”

– Smarter Balanced
Four Attributes of the Formative Assessment Process

Clarify Intended Learning

Elicit Evidence

Act on Evidence

Interpret Evidence

Clarify Intended Learning

Elicit Evidence

Act on Evidence

Interpret Evidence
Clarifying Intended Learning

• Be clear about the current learning goals and how these learning goals fits into a trajectory of learning.

• Share with students high-quality student work examples whenever possible to model the success criteria for these goals.

• Communicate with students what they will be learning and how to determine if they have learned it.
Eliciting Evidence

• Plan tasks that allow the teacher to interact, observe, and listen to students, so he/she can see evidence of student progress, provide feedback, and adjust instruction to meet the individual needs of his/her students.

• Allow students to engage in open conversations with one another, which provides them with an opportunity to develop critical thinking skills.
Interpreting Evidence

• Determine where students are struggling with the learning goals and address problems immediately.

• Determine which students have met the learning goals and need to extend their thinking.
Acting on Evidence

• Work with individuals or groups based on the evidence elicited.

• Adjust instruction to meet the needs of the students while they are on the learning trajectory.
Key Formative Assessment Process Resources

• Filter by “Module Type”
  ◦ Select “Assessment Literacy Modules”
  ◦ Select “Math Exemplar Instructional Modules”
Examples of Good Materials in Digital Library

• Exemplar Instructional Modules
  ◦ Videos on each part of the formative assessment process
  ◦ Illustrative Mathematics Modules

• Grade level examples that are good to use as a starting place
Enhancements to the Digital Library

- **New landing page** includes four featured resources, focused filtering for resources, and helpful information for getting started with using the Digital Library.

- New display of **important notifications** on the landing page.

- **Clickable titles and images** on resource cards. Titles and images become highlighted when users hover over them to indicate they are clickable.

- **Automatic refresh** loads more resource cards when users scroll down the page when viewing resources. Feature replaces the "Show More" button.

- Option to **subscribe to forums and discussion threads**.

- Option to receive **email notifications** when subscribed to forums or discussion threads. Email notifications are "Off" by default. Users can turn this option "On" in their profile. See slide 8 in the [How do I edit my Personal Profile?](#) help topic to turn email notifications "On."
NCTM

Principles to Actions
NCTM *Principles to Actions*

- Establish mathematical goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student understanding
Formative Assessment and NCTM *Principles to Actions*

- *Establish mathematical goals to focus learning*
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- *Elicit and use evidence of student understanding*
Math Practices and NCTM *Principles to Actions*

- Establish mathematical goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student understanding
Why Formative Assessment Process?

“...the evidence was that if teachers did these formative assessment practices consistently then students achievement would rise substantially... students learn at roughly double the rate that they do without it.”

– Dylan Wiliam
Interim and Summative Assessment Components

• Interim Assessments
  ◦ Test Information Distribution Engine (TIDE)
  ◦ Testing Administration (TA)
  ◦ Teacher Hand Scoring System (THSS)
  ◦ Online Reporting System (ORS)

• Summative Assessments
  ◦ Same as Interim Assessments, except not THSS
Test information Distribution Engine (TIDE)

• Access and support:
  ◦ District Assessment Coordinator (DAC) typically determines access
    ◦ Different users given different permissions, based on district-determined role
    ◦ District is first point of contact for support
  ◦ Encouraged to explore components and read User Guides
Scheduled Maintenance

- Test Information Distribution Engine (TIDE): August 6–20
- Test Delivery System (TDS): August 6–September 1
- Teacher Hand Scoring System (THSS): August 6–September 2
- Online Reporting System (ORS): August 12–September 3
Test Administration (TA)

- Used to:
  - Select and "turn on" assessments
  - Generate assessment session ID
  - Approve student access to assessments
  - Monitor students during testing

- Important:
  - Check carefully that the correct test is "turned on"
Teacher Hand Scoring System (THSS)

• Used to:
  ◦ View rubrics and scoring guides for open-ended questions (primarily from the Performance Task)
  ◦ View student responses to open-ended questions
  ◦ Score student responses

• Important:
  ◦ Scoring requires training; plan time for training
  ◦ Student responses not saved after scoring complete
Online Reporting System (ORS)

- Used to:
  - View interim assessment completion data
  - View student-, classroom-, school-, district-level interim assessment data

- Important:
  - Not a passive system; you “get” data, it is not “given” to you
Resources

Digital Library: (assessment literacy modules)

https://www.smarterbalancedlibrary.org/digital-library-resources

NCTM *Principles to Actions*: (purchase)

http://www.nctm.org/store/Products/Principles-to-Actions--Ensuring-Mathematical-Success-for-All/
Resources

User Guides: (User Guide and Manuals)

http://wa.portal.airast.org/resources/?section=2

- Administration Manual – Interim
- Test Administration (TA)
- Teacher Hand Scoring System (THSS)
- Online Reporting System (ORS)
GovDelivery

• Best way to stay informed via OSPI emails
• Go to https://public.govdelivery.com/accounts/WAOSPI/subscriber/new to sign up
• Encourage your colleagues to do the same
Contact Information

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Thank you for all you do for Washington students!