

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

EWEC SUMMER INSTITUTE

RICHLAND HIGH SCHOOL

AUGUST 18, 2015



Introductions

Anton Jackson: Grades 6–8

Julie Wagner: Grade 3–5

Jennifer Judkins: End-of-course



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

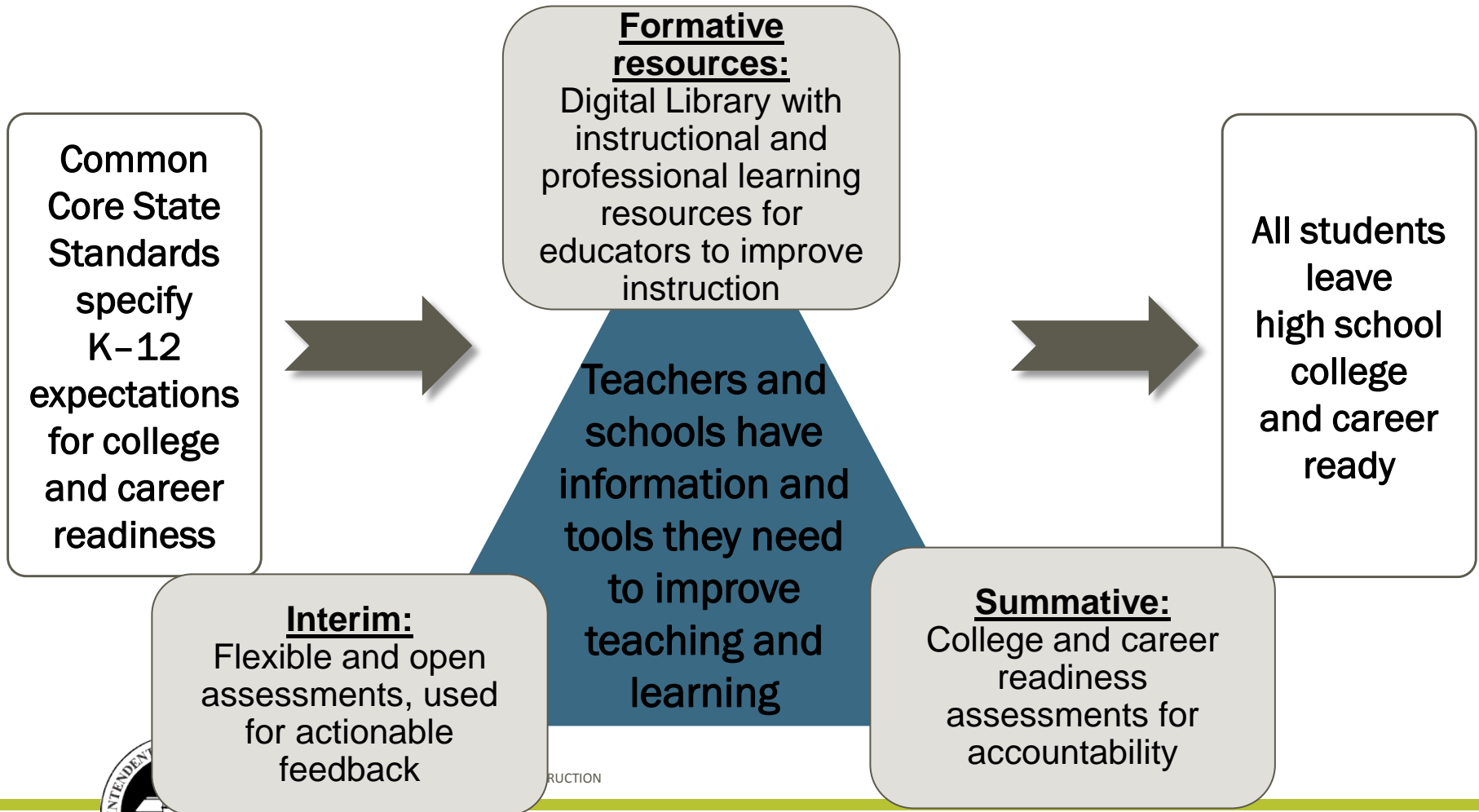
WHY IS THE WORD “SYSTEM” USED?



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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



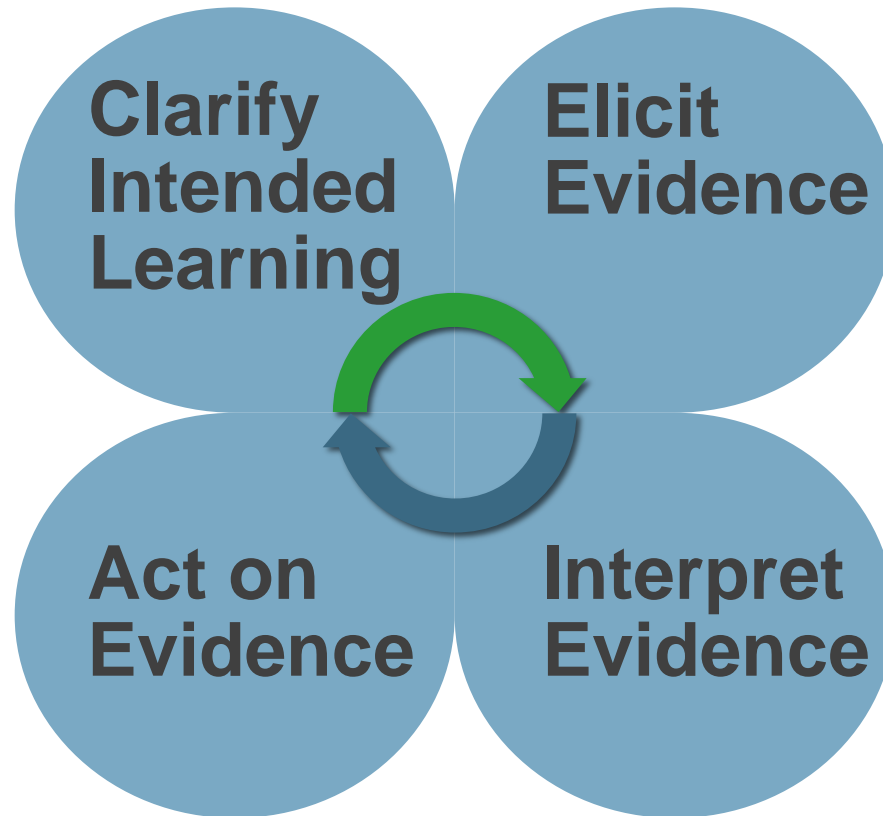
Definition of Formative Assessment Process

“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



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



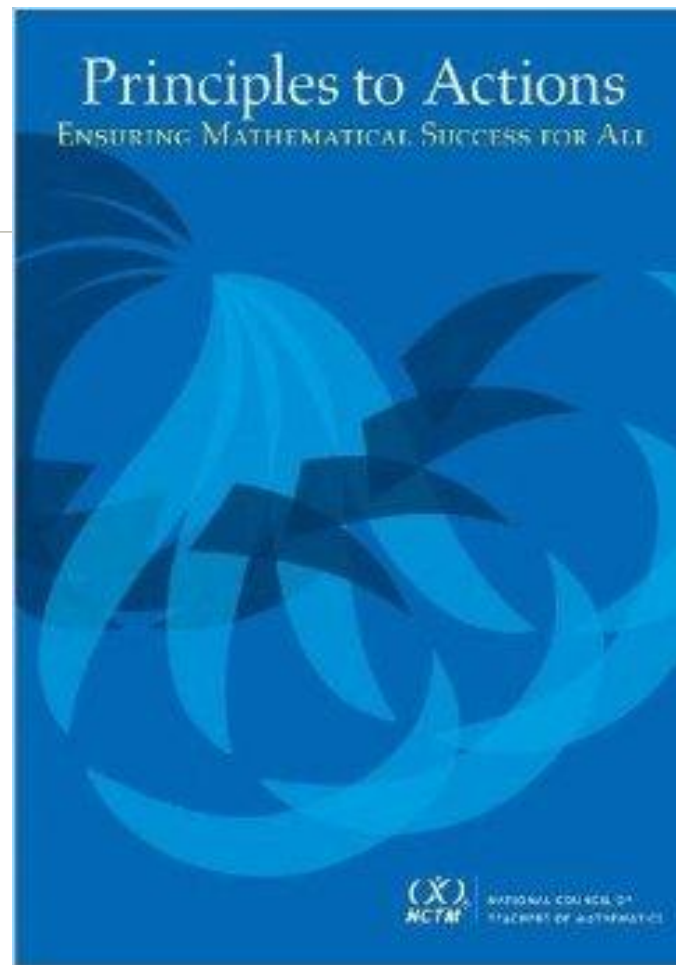
Enhancements to the Digital Library

- 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



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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



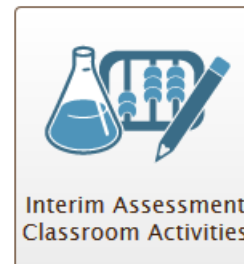
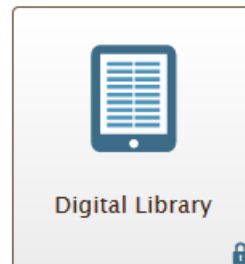
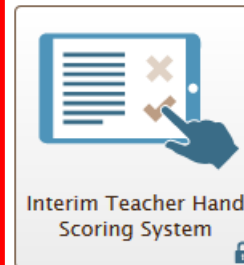
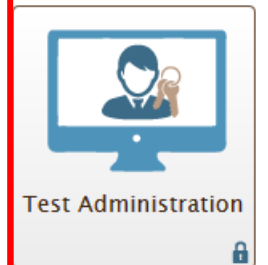
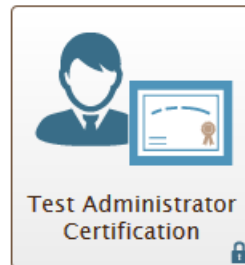
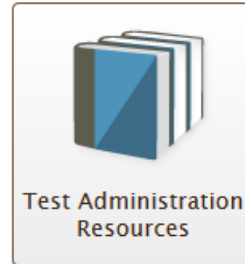
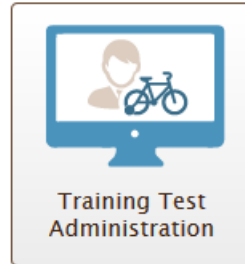
Scheduled Maintenance

- 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
 - Generate
 - Approve
 - Monitor
- Important
 - Check ca



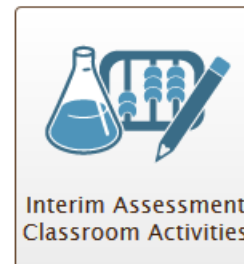
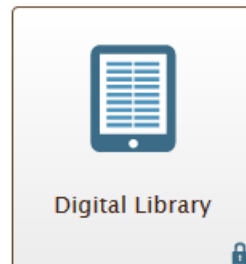
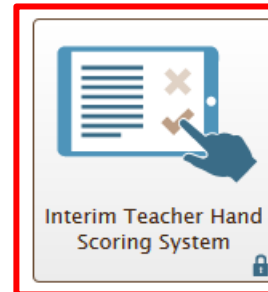
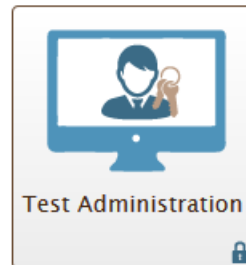
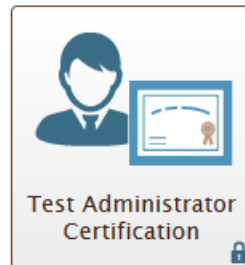
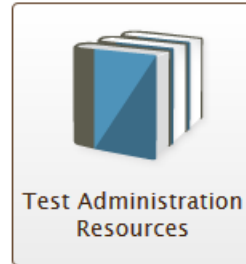
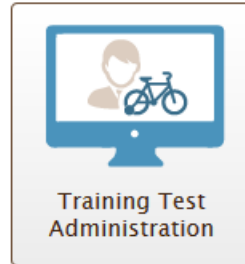
nts

s “turned on”



Teacher Hand Scoring System (THSS)

- Used to:
 - View rubric
 - question
 - View student
 - Score student
- Important
 - Scoring rubric
 - Student information



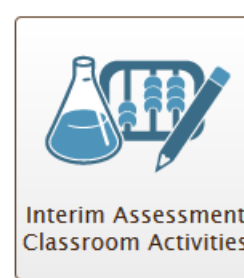
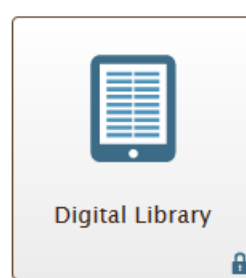
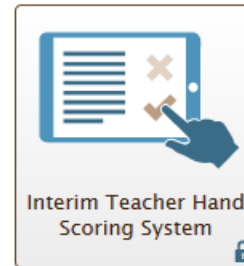
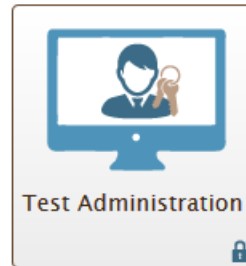
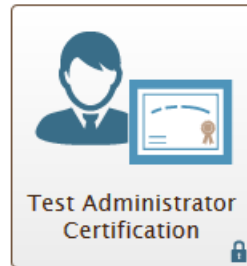
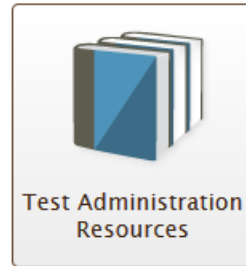
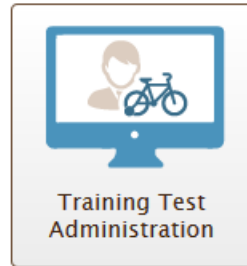
open-ended
performance Task)
closed questions

for training
scoring complete



Online Reporting System (ORS)

- Used to:
 - View inter
 - View stu
 - interim a
- Important
 - Not a pas
 - to you



data
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it is not “given”



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



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31

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