Formative Assessment Initiative Team
Agenda

• The map and how to lead with it.
• Goals and Agenda for Assessment Team
• How do we ensure the success of this team?
WHAT LEADERSHIP GOES INTO MOVING TEACHERS THROUGH THESE TWO STAGES OF LEARNING?
Moving Through Preparation And Incubation

Identify fundamental learning

What are the success criteria that needs to be understood? What foundational knowledge is needed?

Combine contexts and content

Intentionally combine elements/contexts to create dissonance.

Use Emotions and Reactions

Give space and support as teams react to the dissonance, BUT use reactions to spur change.

Keep work low stakes but Accountable

Major work is done in the Loop. Keep this work digestible but moving forward.
WHAT LEADERSHIP GOES INTO KEEPING TEACHERS IN THIS LOOP?
Staying In The Loop

Use the Map

Find out where everyone is at?

Don’t define the whats

Look for the elements and allow for creativity and flexibility

Manage the container, not the knowledge

Show Prototypes, Set Benchmarks

Create a Community

Create interpersonal ties and personalized connections to Initiative
Purpose

• To effectively create a clear relationship between assessment and student growth within our departments/organization.
Goals For The Team

- Formative Hierarchy
- CFA/FA Development
- Grading and Reporting options
- Formative in the Classroom
- Analyzing Formative Growth Data
Formative Hierarchy

I. Big Idea: Provides Context

II. What: (Performed, Assessed, Observed)

III. How Well: (Proficiency Expectation)

IV. Criteria: (Provided Resources or Content)
Spanish 3 Targets

SEMESTER 1 (Novice High > *Intermediate Low > Intermediate Mid)
SEMESTER 2 (Intermediate Low > *Intermediate Mid > Intermediate High)

Presentational Communication Standard
The Presentational Mode offers students the opportunity to communicate both orally and in writing. This is one-sided communication; there is no opportunity for dialogue. Examples include: lists, sentences, paragraphs, essays, speeches, prepared projects, and prepared responses.

Objective 1A - I can create an original message orally.
Targets:
4 - I can create an original oral message that is clear, organized and elaborates with advanced details and advanced language control.
3 - I can create an original oral message that is clear, organized and elaborates with supporting details and level-appropriate language control.
2 - I can create an original oral message that is mostly understood with few or simple supporting details and with inconsistent language control.
1 - I can create an original oral message that is partially understood with no supporting details and with inconsistent language control.

Objective 1B - I can create an original written response. (Spontaneous Writing)
Targets:
4 - I can create an original written message that is clear, organized and elaborates with advanced details and advanced language control.
3 - I can create an original written message that is clear, organized and elaborates with supporting details and level-appropriate language control.
2 - I can create an original written message that is mostly understood with few or simple supporting details and with inconsistent language control.
1 - I can create an original written message that is partially understood with no supporting details and with inconsistent language control.
CFA/FA DEVELOPMENT

Which of Marzano’s criteria is the most problematic for us?

* Formative Assessment is a process.
* It takes place during instruction.
* It provides feedback to both teacher and student.
* Its purpose is to provide feedback to student to make adjustments that will improve achievement of intended learning outcome (target).
TWO TIMELINES OF ASSESSMENT
Learning Target D: Simplifying rational expressions

ARE YOU READY????????

DIRECTIONS: Reduce each fraction below completely:

1. \( \frac{4}{8} \)
2. \( \frac{9}{6} \)
3. \( \frac{-10}{2} \)
4. \( \frac{5}{5} \)

5. \( \frac{3(-8)}{3(16)} \)
6. \( \frac{(7)(-1)}{(-1)(7)} \)
7. \( \frac{12(-2)}{4(-2)} \)
8. \( \frac{9}{9} \)

YES I'M READY

NO, I'M NOT READY

Advanced Algebra
06_06 Simplifying Rational Expressions

EXIT SLIP

1. Simplify: \( \frac{5(x+4)(x-4)}{-10(x+4)(x+3)} \)
2. Simplify: \( \frac{x^2 + 8x + 16}{5x^3 + 35x + 60} \)
**Parte 2 (3C)** - **Instrucciones:** Choose the appropriate stem-changing verbs and write the correct present-tense form to complete the sentences about an after-school Spanish class.

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<th>repetir</th>
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1. Mateo _________ ir a casa después de la escuela, pero yo no.
2. Cuando Enrique va a clase tiene hambre porque cada día él _________ a las once y media.
3. Las clases _________ a las tres y media de la tarde.
4. Mis profesores son muy simpáticos. Ellos _________ que debemos hacer actividades divertidas.

**Parte 3 (3C)** - **Instrucciones:** Use the pictures below to make four comparisons of free-time activities (2 equal, 2 unequal).

(2 equal comparisons)

1. __________________________
2. __________________________

**Parte 4 (1A)** - **Instrucciones:** Use four of the verbs in the word bank below to talk about school life and extracurricular activities in complete sentences.

(Queer / Poder / Servir / Dormir / Pedir / Jugar)

1. ___________________________________
2. ___________________________________
3. ___________________________________
4. ___________________________________
# Grading And Reporting Options

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Reporting Change

Point Grading

Total score: 2/4

Mastery Scale

Learning Target: I can solve rational equations.
Formative In The Classroom

TRADITIONAL INSTRUCTION (LINEAR)
QUALITY FORMATIVE INSTRUCTION
Analyzing Formative Growth Data

- Quarterly reports
- Mastery Manager
- Tableau
- Targets and Assessment and SLO
How Do We Ensure This Team’s Success?
Who Are They?
WHAT STRATEGIES ARE YOU GOING TO USE TO LEAD YOUR DEPARTMENT?