Resources

aprigor.weebly.com
techgap.weebly.com
powerfulformativeassessment.weebly.com
Powerful Formative Assessment:
Enhancing Instruction with Assessment

Dave Elbaum, Jen Parisi,
Anthony Reibel, Andrea Siwik
Adlai E. Stevenson High School
Lincolnshire, IL
Disclaimer
“The best part is it takes 75% less thought than a normal idea.”
Today’s Learning Outcome

Review various Formative Assessment Models that enhance the instructional process and investigate its effect on student achievement.
Who is in the Room?

• Teacher
• Principal/Admin
• Higher Education
• Other
Our Roles

**Anthony Reibel:** Director of Assessment Research and Evaluation

**Dave Elbaum:** Social Studies Teacher

**Jen Parisi:** Mathematics Teacher

**Andrea Siwik:** Mathematics and Special Education Teacher
My Role

**Title:** Director of Assessment, Research and Evaluation

**Main Duty:** Lead Instructional Change and Ensure its Success

**Mission:** Embed Formative Assessment and Instruction into our culture and our practice
### 2012-2013 Year in Review: Director of Assessment, Research and Evaluation

<table>
<thead>
<tr>
<th>Activity</th>
<th>Total</th>
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<tbody>
<tr>
<td>Teacher Met</td>
<td>&gt;75%</td>
</tr>
<tr>
<td>Conversations</td>
<td>&gt;300</td>
</tr>
<tr>
<td>Presentations</td>
<td>&gt;20</td>
</tr>
<tr>
<td>Observations</td>
<td>&gt;20</td>
</tr>
<tr>
<td>Prototypes</td>
<td>&gt;40</td>
</tr>
</tbody>
</table>
But Still...A Thought...

“Many students have become accustomed to receiving classroom teaching as an arbitrary sequence of exercises with no overarching rationale or connectedness.”

(Black & Wiliam)
But Still...Flatlined Performance:
How do we move past “Good Enough”

AP Mean Scores 1996 – 2013
But Still...What is Formative Assessment?

“USE THE FORCE, HARRY”
-GANDALF
Why is this happening?
Well...

"That’s our new mission statement."
In other words...
The Rest of Our Discussion...

- **Strategies to Create Formatively Connected Environments**
  - Define What Formative Assessment *Really* Is
  - Review Formative Assessment’s Role in Quality Instruction
  - Review Successful Formative Assessment Prototypes
  - Hear Stories of Successful Instructional Changes
Strategy: The *Right* Conversation
Formative Conversations: Staging Questions

1. What is “your” class about? Content Knowledge? Skills?

2. What motivates students to learn?

3. Can students RETAKE EXAMS/RE-PERFORM?

4. How many times can a student RETAKE/RE-PERFORM?

5. How do you collect evidence of learning? Homework?

6. What is your expectation of student proficiency?

7. How well does a student need to...?
Point to Ponder: *Hardest to Answer*?

1. What is “your” class about? Content Knowledge? Skills?

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3. Can students RETAKE EXAMS/RE-PERFORM?
4. How many times can a student RETAKE/RE-PERFORM?
5. How do you collect evidence of learning? Homework?
6. What is your expectation of student proficiency?
7. How well does a student need to...?
Strategy: Secure the Correct Definition

“USE THE FORCE, HARRY”
-GANDALF
So...What *is* Formative Assessment?

It is a *process* not a product!

It is teaching *on a gradation*.

It is how the *teacher* is *manipulating data (produced by a lesson/discussion)* clearly connected to an expected proficiency

And lastly...
All formative assessment radiates from the learning target.
Strategy: Take *Another* Look at Your Targets

They want me to start walking! How many times a week should I walk? How fast? How far? What's my optimum aerobic heart rate? Do I have the right shoes?
A Long Time Ago in a Galaxy called SHS

A statement describing the knowledge or skills in content area. These are the BUCKETS in which all objectives sit.

A statement describing the intended outcome of lesson. Simply put it states WHAT is being assessed.

A statement describing how well and objective/skill is being met. Simply stated it represents a “gradation of understanding”
Current “Target” Issues

• No Targets

• Toggle-itis - “I have too much content to get through to worry about targets.” or “A learning target is a very specific thing that a student must know.”

• Can’t decide on what is “Proficient”

• Targets have multiple skills/content that they are measuring.

• Wait is it a target...an objective...a theme...a topic..ugh!? 
And the experts don’t help the issue...

- Marzano: Learning Progressions
- Sean Cain, Mike Laird: Learning Objectives and Closing Tasks
- Common Core: Standards
- Susan Brookhart: Learning Targets
- Teachers: Themes/Topics
- Wiggins and McTighe (UBD): Transfer Goals
Paired Verbal Fluency

Partners:             Topic: ____________________ Round 1

• Letter off A – B

• Take turns talking about topic

• Do not repeat anything already said

Three rounds:

Round 1 – 60 seconds each
Round 2 – 45 seconds each
Round 3 – 30 seconds each
What is a target?

• Round 1

As defined by our teachers:

A Learning Target is a purposefully organized gradation of learning.
Paired Verbal Fluency

Partners: Topic: ____________________ Round 2

• Letter off A – B

• Take turns talking about topic

• Do not repeat anything already said

Three rounds:
- Round 1 – 60 seconds each
- Round 2 – 45 seconds each
- Round 3 – 30 seconds each
What is Formative Assessment?

• Round 2

As defined by our teachers:

To constantly and effectively communicate students’ cognitive relationship with an expected proficiency.
Strategy: Curing Toggle-itis...Scaling Targets
Toggle switches feel like...
In other words...
In other words...
<table>
<thead>
<tr>
<th>Level</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>I can explain social construction by <strong>comparing examples from other’s experiences to my own</strong></td>
</tr>
<tr>
<td>3</td>
<td>I can explain social construction by <strong>citing examples from personal experience.</strong></td>
</tr>
<tr>
<td>2</td>
<td>I can explain social construction by <strong>citing examples from class.</strong></td>
</tr>
<tr>
<td>1</td>
<td>I can explain social construction by <strong>citing no examples, but in simple short phrases</strong></td>
</tr>
<tr>
<td></td>
<td>Description</td>
</tr>
<tr>
<td>---</td>
<td>-----------------------------------------------------------------------------</td>
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Prescription for Toggle-itis

• What is my proficiency expectation?

• What are my proficiency levels?

• How do I create evidence collection tools around proficiency levels?

• How do “levels” enter instruction?

• How am I going to communicate scales and performance?
## Creating Measurable Targets

<table>
<thead>
<tr>
<th>Original Target</th>
<th>Effective Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can explain the Freudian problem solving theory of dreams?</td>
<td>I can explain the Freudian problem solving theory of dreams by citing examples from personal experience.</td>
</tr>
</tbody>
</table>

Does this answer how well?

Does it feel like a toggle?

Is there a measurable piece?
Creating Measurable Targets

Possible learning target

I can explain the Freudian problem solving theory of dreams by citing examples from personal experience.

• What’s being assessed?

• What’s the measurable piece?
Creating Measurable Targets

Possible learning target

I can explain the Freudian problem solving theory of dreams by citing examples from personal experience.

• What do we expect from this measurable piece?

• What is desired state of measurable piece?
Creating Measurable Targets

Possible learning target

I can explain the Freudian problem solving theory of dreams by citing examples from personal experience.

• What are different ways to collect evidence of proficiency?

• Which methods align with measurable piece?
<table>
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</table>
Point to Ponder: Why this is important?

• **Sample Target:** “1. Define the word humanism”

• **Synonym**

• **Bullet Points**

• **Short Definition**

• **Long Definition**

• **Short Definition with Contextual Evidence**

• **Long Definition with Contextual Evidence**

• **Long Definition with Opinion**

• **Long Definition with Personal Connection**

And what was the assessment asking for?
Point to Ponder: Why this is important?

- **Sample Target:** “I can find the exact area of a regular polygon”

- =

- = and thoughts shown

- = and process shown

- = and process shown and labeled

- = and process shown and labeled and explained

And what was the assessment asking for?

- = and process shown and labeled
Strategy: Plan ALL Questions with a Formative Purpose

“In an increasingly complex world, sometimes old questions require new answers.”
What constitutes a Higher Order Thinking Question?
Point to Ponder: Higher Order Thinking Questions

Questions that are purposefully embedded into lessons that challenge students toward the appropriate level of proficiency and determine the direction of instruction.
What’s different?

Questions that are purposefully embedded into lessons that challenge students toward the appropriate level of proficiency and determine the direction of instruction.

Our definitions
## Planning Questions with a Formative Purpose

<table>
<thead>
<tr>
<th></th>
<th>Higher Order Thinking Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4</strong></td>
<td>Embraces American School Culture and can articulate new understanding of American School Culture</td>
</tr>
<tr>
<td><strong>3</strong></td>
<td>Actively embraces American School Culture</td>
</tr>
<tr>
<td><strong>2</strong></td>
<td>Correctly defines all essential school related terms and their functions</td>
</tr>
<tr>
<td><strong>1</strong></td>
<td>List all essential school related terms</td>
</tr>
</tbody>
</table>
Strategy: Allow for The “After”

“No, I can’t explain my D in math. That class teaches us about numbers, not letters!”
Think of a way you communicate proficiency/provided feedback to students about performance.

What were they told to do with that feedback?
...[traditional] feedback is rather like a scene in the rearview mirror rather than through the windshield"

-Dylan Wiliam “Embedded Formative Feedback”
Point to Ponder: How Are You *Driving the Class*?
Formative Feedback Loops

- Performance Event #1
- Reflection on Feedback
- Close “Learning Gaps”
- Performance Event #2
Formative Feedback Loops Components

- **Desired state** (Proficiency Goal or Level)
- **Current state** (Where is the student’s understanding at now)
- **Compare current with desired state** (Reflection Medium)
- **Bring the current state in line with desired state** (Academic Vehicle)

*Based on Dylan Wiliam “Embedded Formative Feedback”*
Discoveries From Feedback Loops/Retakes

• Piloted for 3 year period in specific courses College Prep and AP Courses

• Average Increase vs Control Group:
  • Students at Mastery per LT: +15% and Raw Scores per LT: +8%

• 0 students wanted a third retake no matter how poorly they did prior

• After 2 retakes and no increase something else was going on...usually 1 kid.

• No difference on final performance scores if replacing or averaging scores throughout school year

• 48 hours max for retake window after getting feedback
Rearview: Advanced Dance

<table>
<thead>
<tr>
<th>Element</th>
<th>Proficient 3</th>
<th>Acceptable 2</th>
<th>Not Meeting Standards 1</th>
<th>EVIDENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focuses on the task and what needs to be done most of the time.</td>
<td>1. Focuse</td>
<td>1. Rarely focuses on the task and what needs to be done.</td>
<td>I'm not actually sure kinda not the best</td>
<td></td>
</tr>
<tr>
<td>Follows through on most assigned tasks.</td>
<td>on the task and what needs to be done.</td>
<td>2. Seldom or never follows through on tasks.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>1. The student is somewhat prepared, but it is clear that rehearsal was lacking.</td>
<td>4. Student does not seem at all prepared for class or to perform.</td>
<td>I know I could do a lot better gotta do better.</td>
<td></td>
</tr>
<tr>
<td>Usually attends and is punctual for class.</td>
<td>1. Usually attends and is punctual for class.</td>
<td>1. Late or absent for all or most classes.</td>
<td>I'm usually there gotta stop that.</td>
<td></td>
</tr>
<tr>
<td>Turns in work after the deadline.</td>
<td>1. Turns in work after the deadline.</td>
<td>3. Student is unreliable and unfocused.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates hard work and diligence most of the time.</td>
<td>1. Demonstrates hard work and diligence.</td>
<td>2. Student is working far below expectation.</td>
<td>I could do better just get extremely distracted</td>
<td></td>
</tr>
<tr>
<td>Student works at expectation.</td>
<td>2. Student is not working at expectation.</td>
<td>3. Student is unreliable and unfocused.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student has initiative.</td>
<td>4. Student has initiative.</td>
<td>4. Student has no initiative.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student either doesn't consistently change for class or doesn't change into the appropriate dance attire for class.</td>
<td>1. Student either doesn't consistently change for class or doesn't change into the appropriate dance attire for class.</td>
<td>2. Student dances in socks.</td>
<td>I sometimes forget to bring in my pants.</td>
<td></td>
</tr>
<tr>
<td>Must be told regularly to remove excessively jewelry and/discard gum.</td>
<td>3. Student must be told regularly to remove excessively jewelry and/discard gum.</td>
<td>3. Student never removes excessive jewelry and/or discards gum.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| A strong group member who contributes to the group and does what is required. | 1. A strong group member who does what is required. | 1. Chooses not to participate. | I feel like I have a pretty good talent in dan.
Windshield: Collaborative Geometry

- Background about Collaborative Geometry

- Instructional/Professional Common Goal:
  - Promote self-awareness
  - Monitor proficiency on Learning Targets

- Discussion of Self-Assessment:
  - Go beyond practice to “how well”
  - Levels of gradation in the target
  - Moving from TEACHERS determining the breakdown to STUDENTS determining the breakdown

How do we create a product that exemplifies the levels of gradation in a student friendly way?
The Learning Wheel

Unit 5: Learning Target Breakdown (Test)

Learning Target A: Special Segments
- Construct a median on a coordinate plane
- Identify the special segment on a diagram
- Solve an equation when given an angle bisector
- Solve an equation when given a perpendicular bisector
- Solve an equation when given a median
- Solve an equation when given an altitude
- Label the diagram with appropriate markings when given special segments

I Can...

Learning Target B: Centroids
- Use the definition of a centroid and the relationship between the distance from the vertex to the centroid and from the centroid to the midpoint to solve equations
- State the definition of a centroid and the relationship between the distance from the vertex to the centroid and from the centroid to the midpoint
- Identify a centroid on a diagram

I Can...
The Learning Wheel

- Exposure at the beginning of instruction of a new target
- As a self-assessment
  - Students shade or partially shade a component to indicate a level of understanding
• **Post-Assessment**
  - Teacher compiled error-analysis tool
  - Communication with students regarding areas of remediation
  - Orange shaded areas show areas of partial understanding and red areas show now understanding

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**A way for teachers to “clarifying, sharing, and understanding learning intentions and criteria for success.”**

-Dylan Wiliam
“Grade Focused” to “Task Focused”

When students did not perform well on assessments, they knew exactly what they needed to remediate in order to master a particular target. This type of feedback moves the students’ learning forward.

• STUDENT PROFILES

  • Ella
    • Student with emotional challenges
    • Turned in the quiz knowing she did poorly on a few questions
    • Response when she saw her wheel: “That’s all...I can do that.”
    • Went from a 68% on her quiz to 98% on her test
    • Wheel as a way to influence her motivation and self-esteem

  • Anna
    • Showed mastery on all components on almost a consistent basis
    • Received extension problems and extension exams

  • Henry
    • Non-identified student in a mainstream class
    • Wheel was used to communicate areas of remediation with a teacher with whom he had not worked
## Final Changes

<table>
<thead>
<tr>
<th>Before</th>
<th>After</th>
</tr>
</thead>
<tbody>
<tr>
<td>More components on the wheel than being assessed</td>
<td>Components were determined based on assessments</td>
</tr>
<tr>
<td>Difficulty in communicating feedback for pre-requisite skills</td>
<td>Assessment Learning Wheels included a “Pre-Requisite” wheel</td>
</tr>
</tbody>
</table>
Learning Wheels

Unit 8: Learning Target Breakdown (Test)

Learning Target A: Simplify Radicals
- Simplify radicals with a coefficient
- Simplify radicals with a perfect square
- Simplify radicals without a perfect square

Learning Target B: Pythagorean Theorem
- Apply the Pythagorean theorem to real-world situations
- Determine if three side lengths form a right triangle
- Determine the missing side

Learning Target C: Similar Triangles
- Apply special right triangles to equilateral triangles
- Draw a similar 30-60-90 triangle
- Identify an isosceles right triangle as 45-45-90
- Draw a similar 45-45-90 triangle
- Determine the missing side

Learning Target D: Trigonometric Ratios
- Solve a trigonometric equation to determine a side
- Identify the proper trigonometric ratio
- Set up a trigonometric equation
- Solve a trigonometric equation
- Identify an angle

Learning Target E: Angles of Elevation and Depression
- Correctly label the given information on the diagram
- Identify the appropriate trigonometric ratio to solve real-world problems
- Identify an angle of elevation and depression

Learning Target F: Analyze Right Triangle
- Determine when to use trigonometry
- Determine when to use special right triangles
- Determine when to use the Pythagorean theorem
- Determine when to use 30-60-90

Pre-Requisite Knowledge
- Solve problems algebraically
- Identify a leg & hypotenuse in a right triangle
- Make accurate math computations
- Determine the interior angles of a triangle equal 180
- Solve a proportion
- Copy the given information
- Define perimeter and altitude
Point to Ponder:
How would you change from Rearview to Windshield?
"No, I can’t explain my D in math. That class teaches us about numbers, not letters!"
In other words...
Linear Models of Formative Assessment
Teaching on A Gradation (For Proficiency)

I can explain the Freudian problem solving theory of dreams comparing examples from other’s experiences to my own.

I can explain the Freudian problem solving theory of dreams by citing examples from personal experience.

I can explain the Freudian problem solving theory of dreams citing examples from class.

I can explain the Freudian problem solving theory of dreams citing no examples, but in simple short phrases.
Teaching on A Gradation (For Proficiency)
Formative Assessment and ACT Reading

• David Elbaum, US History teacher
Formative assessment

• “Encompassing all those activities taken by teachers, and/or by their students which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged” (Dylan Wiliam 1998)

• Enhancing learning during learning (Cowie and Bell, 1999)
# ACT Scores, 2002-2012

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Class Participating</th>
<th>Students</th>
<th>English</th>
<th>Math</th>
<th>Reading</th>
<th>Science Reasoning</th>
<th>SHS Composite</th>
<th>Illinois Composite</th>
<th>U.S. Composite</th>
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<tbody>
<tr>
<td>2011-12</td>
<td>96.5</td>
<td>1,026</td>
<td><strong>26.6</strong></td>
<td><strong>27.0</strong></td>
<td>25.3</td>
<td><strong>25.3</strong></td>
<td><strong>26.2</strong></td>
<td>20.9</td>
<td>21.1</td>
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<tr>
<td>2010-11</td>
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<td>2009-10</td>
<td>97.2</td>
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<td>25.2</td>
<td>25.2</td>
<td><strong>26.2</strong></td>
<td>20.7</td>
<td>21.0</td>
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<tr>
<td>2008-09</td>
<td>99.3</td>
<td>1,077</td>
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<td>25.7</td>
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<td>21.1</td>
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<td>2007-08</td>
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<td>26.1</td>
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<td>25.3</td>
<td>20.5</td>
<td>21.2</td>
</tr>
<tr>
<td>2005-06</td>
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<td>25.2</td>
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<td>25.6</td>
<td>20.5</td>
<td>21.1</td>
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<td>2004-05</td>
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<td>1,017</td>
<td>25.2</td>
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<td>24.7</td>
<td>24.0</td>
<td>25.1</td>
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<td>20.3</td>
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<td>2002-03</td>
<td>99.0</td>
<td>1,056</td>
<td>24.8</td>
<td>25.9</td>
<td>24.2</td>
<td>23.9</td>
<td>24.8</td>
<td>20.2</td>
<td>20.8</td>
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Source: District 125 Website
Korematsu v. United States (1944)

The Japanese Internment

On December 7, 1941, during the early part of World War II, Japan bombed the U.S. naval base at Pearl Harbor in Hawaii. The next day, the U.S. declared war on Japan. Japan was capturing many islands and territories around the Pacific Ocean, and the U.S. military was concerned about the safety of the west coast of the United States. Worried that people with Japanese ancestry might be loyal to Japan and become spies, the U.S. military issued an “exclusion order” for certain regions on the west coast. It required everyone with Japanese ancestry—even U.S. citizens—to leave the area and live in a military-controlled detention center. These centers were known as “internment camps.” Fred Korematsu, an American-born U.S. citizen with Japanese parents, refused to relocate. He was arrested for violating the exclusion order.

The Argument

Korematsu followed the same arguments used a year earlier by a man of Japanese ancestry who had refused to obey a curfew. The Court had upheld the curfew. Still, Korematsu argued the new order was unconstitutional because it discriminated against people based on their race. He argued that the government violated the 5th Amendment, which says no person may be “deprived of life, liberty, or property without due process of law.”

The Decision
Remembering Fred Korematsu (1919-2005)

By Mark Agrast | April 1, 2005

On March 30, 2005, America and the world lost a quiet but authentic hero in the cause of freedom. Over 60 years ago, Fred Korematsu made history by challenging the wartime relocation order against Americans of Japanese descent. And he lived to see the lessons of that experience take on fresh significance in the wake of our government’s response to the 9/11 attacks.

Born in Oakland, California, in 1919, Fred Korematsu was the son of Japanese immigrants. On December 7, 1941, he was enjoying a picnic with his girlfriend as the news of the attack on Pearl Harbor came over the radio, changing his life forever.

Ten weeks after the attack, President Roosevelt issued Executive Order No. 9066, which ordered the internment of Japanese Americans. The Korematsu family was taken to Tanforan, a former racetrack south of San Francisco, for processing. Fred Korematsu, then just 22 years old,
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Ten weeks after the attack, President Roosevelt issued Executive Order No. 9066, which ordered the internment of Japanese Americans. The Korematsu family was taken to Tanforan, a former racetrack south of San Francisco, for processing. Fred Korematsu, then just 22 years old, decided to stay behind because he didn’t want to be separated from his girlfriend. “I was just living my life, and that’s what I wanted to do,” he said in a 1987 interview. But on May 30, 1942, he was arrested and sent to Tule Lake. Later, Although the Court’s decision has been condemned by generations of legal scholars, the formal conviction remained on the books. And for 40 years, Korematsu waited for a chance to clear his name. The opportunity came when Peter Irons approached him with documents the government had withheld from the Court which demonstrated that it was racism, and not any genuine military necessity, that had brought about the internments.

In 1982, a legal team led by Dale Minami brought a landmark action to overturn his conviction, together with those of Gordon Hirabayashi and Minoru Yasui. Two years later, Federal District Court Judge Marilyn Patel ruled in their favor, acknowledging the “great wrong” that had been done to them. In a powerful—and prescient—opinion, she warned that history could recur if the lessons of Korematsu were forgotten:

Korematsu remains on the pages of our legal and political history. As a legal precedent, it is now recognized as having very limited application. As historical precedent, it stands as a constant caution that in times of war or declared military necessity, our institutions must be vigilant...
Questions

1. Which of the following best reflect the significance of the Korematsu case?
   a. It continues to have important legal ramifications, particularly as the US fights wars against foreign terrorists
   b. It has paved the way for the US to intern other citizens during a time of war
   c. It is more important from a historical perspective, that national security should not always be an excuse to rob citizens of their rights
   d. Since Korematsu won, Japanese citizens enjoy equal rights as American-born citizens

2. According to lines 11-17, which of the following statements can be reasonable inferred?
   F. There was suspicion that Fred Korematsu was a Japanese spy
   G. Fred Korematsu has been on a government watch list previous to the attack on Pearl Harbor
   H. Fred Korematsu's family was too poor to afford a television, so he had to settle for a radio
   J. Fred Korematsu was an ordinary US Citizen

3. According to the passage, in his final years, which of the following describes Korematsu?
   a. Korematsu remained active in politics, continuing to fight for the rights of large minority groups
   b. Korematsu was so scarred by his internment, he shunned attention and largely kept to himself
   c. Korematsu died before the US government recognized the injustice of Japanese internment
   d. Korematsu's final years spent speaking to children and other groups about the evils of racism and prejudice.

4. Which of the following questions is NOT answered by the passage?
   F. Has Korematsu ever been apologized to by the US Government?
   G. Did Korematsu fight back when the US Government tried to intern him in 1944?
   H. Have we learned the lessons from the Korematsu case?
   J. Did Korematsu come to terms with what the US Government did to him?

5. The main conflict in this passage could best be described as:
   a. Tension between Korematsu and the Japanese government
   b. Hostility between the US Government and Japan during WWII
   c. The worsening relationship between Korematsu and the US Government
   d. The evolution of Korematsu's rights and stature over time
Types of ACT Reading Questions

• Detail

• Reverse Detail

• Inference/Generalization

• Main Idea

• Vocabulary
Types of ACT Reading Questions

6. The passage states that the question of the right of suspected terrorists to challenge their detention in Court has been:
   F. Granted by the US Supreme Court
   G. Rejected by Korematsu, as he believes that the plight of Japanese Americans in 1944 is different than that of accused terrorists in the 21st century
   H. Dismissed by other countries, particularly Japan
   J. Largely ignored by the US Government

7. As revealed in the passage, President Clinton is best described as:
   a. Hostile towards those that oppress ethnic minorities both in the US and abroad
   b. Agreeable with Japanese Americans to honor Fred Korematsu with a Presidential Medal of Freedom
   c. Disrespectful to his family by not honoring his marriage vows and being unfaithful to his wife
   d. Generally sympathetic to common citizens fighting for their rights

8. According to lines 54-64, which of the following statements can be reasonable inferred?
   F. Dale Minami was also oppressed by the US Government sometime during his past
   G. Judge Marilyn Patel had an agenda before the case was even heard
   H. Fred Korematsu, Gordon Hirabayashi, and Minoru Yasui were childhood friends, and were interned together.
   J. Gordon Hirabayashi and Minoru Yasui has also been deprived of their rights after the attack on Pearl Harbor

9. What does the word “adjudicator” mean in line 123?
   a. Citizen
   b. Court
   c. Enemy
   d. Computer
Reflecting on Student Performance

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Teacher: Elbaum, D
Percentage: 80% (8 / 10 Pts.)
Multiple Choice: 8 / 10
### Standards Proficiency Report for Deutsch, Alyse (41032)

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### Standards Mastery Trend for Deutsch, Alyse (41032)

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Bloom’s Taxonomy of Learning
Was it helpful?
Did “creation” help?
Satellite View of Formative Assessment

Analyzing Targets

Plan for Proficiency

Plan Questions for Scale

Communicate Final Performance Ranking

Allow for Retakes

Perform/Feedback

Instruct your “3”
Driving and Restraining Forces

Restraining  Driving
Thank You

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