

# Assessing Student Learning



# Participant Packet





## Beginning Teacher Support Seminar 2: Assessing Student Learning

### Connector

#### Individual Challenge Action Plan (ICAP)

Use the space below to review and reflect on the Individual Challenge Action Plan you completed in seminar one of this series. If you did not attend the first seminar, answer the questions based on your current context.

**What celebrations are in order?**

**What challenges are you experiencing?**



## Beginning Teacher Support Seminar 2: Assessing Student Learning

### Outcomes

- I can reflect on my teaching practice in order to find areas of strength and areas for growth.
- I can plan for and monitor strategic assessment practices within my SLO to inform timely adjustments to practice.
- I can identify and articulate evidence-based adjustments to the SLO plan components.

### Professional Practice Rubrics

#### DPI: Framework for Teaching

#### Domain 1: Planning and Preparation

##### Component 1f: Designing Student Assessments

- Congruence with instructional outcome - Assessments must match learning expectations.
- Criteria and standards- Expectations must be clearly defined.
- Design of formative assessments- Assessments for learning must be planned as part of the instructional process.
- Use for planning - Results of assessment guide future planning.

##### 1f Indicators:

- Lesson plans indicating correspondence between assessments and instructional outcomes
- Assessment types suitable to the style of outcome
- Variety of performance opportunities for students
- Modified assessments available for individual students as needed
- Expectations clearly written with descriptors for each level of performance
- Formative assessments designed to inform minute-to-minute decision making by the teacher during instruction



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### Domain 3: Instruction

#### Component 3d: Using Assessments in Instruction

- Assessment criteria - It is essential that students know the criteria for assessment.
- Monitoring of student learning - A teacher's skill in eliciting evidence of student understanding is one of the true marks of expertise.
- Feedback to students - Feedback on learning is an essential element of a rich instructional environment; without it, students are constantly guessing at how they are doing and at how their work can be improved.
- Student self-assessment and monitoring of progress - The culmination of students' assumption of responsibility for their learning is when they monitor their own learning and take appropriate action.

#### 3d Indicators:

- The teacher paying close attention to evidence of student understanding
- The teacher posing specifically created questions to elicit evidence of student understanding
- The teacher circulating to monitor student learning and to offer feedback
- Students assessing their own work against established criteria

### CESA 6: Effectiveness Project (EP)

#### Standard 3: Instructional Delivery

Indicator 3.7: Communicates clearly and checks for understanding.

#### Standard 4: Assessment For and Of Learning

Indicator 4.3: Uses a variety of informal and formal assessment strategies and instruments that are appropriate for the content and for the student population.



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### SLO Quality Indicator Checklist

Quality Indicator: Baseline Data and Rationale	✓	Reflection / Feedback / Notes
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
Quality Indicator: Alignment	✓	Reflection / Feedback / Notes
The SLO is aligned to <a href="#">specific content standards</a> representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
Quality Indicator: Student Population	✓	Reflection / Feedback / Notes
The student population identified in the goal(s) reflects the results of the data analysis.		
Quality Indicator: Targeted Growth	✓	Reflection / Feedback / Notes
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
Quality Indicator: Interval	✓	Reflection / Feedback / Notes
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		

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## Beginning Teacher Support Seminar 2: Assessing Student Learning

Quality Indicator: Evidence Sources	✓	Reflection / Notes
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a <a href="#">strategic use of assessment</a> .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End-of-Cycle Summary conference. (Note: The amount of evidence available may vary by educator role).		
Teacher-created rubrics, if used to assess student performance, have well-crafted performance levels that: <ul style="list-style-type: none"> <li>• Clearly define levels of performance;</li> <li>• Are easy to understand; and</li> <li>• Show a clear path to student mastery.</li> </ul>		

Quality Indicator: Instructional (for teachers) and Leadership (for principals) Strategies and Support	✓	Reflection / Notes
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative practices, interim assessments, and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		

Quality Indicator: Scoring	✓	Reflection / Notes
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		



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### SLO Assessment Review

Review your SLO assessment and evidence documentation. What are the methods you've used thus far to collect evidence of learner growth? List them in the area below.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_
10. \_\_\_\_\_
11. \_\_\_\_\_

Additional Notes:



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# Individual Challenge Action Plan (ICAP)

Developed by Debbie Bambino – National School Reform Faculty

**What changes in my own practice do I want to make as the result of today's learning?**

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**How will I initiate this change?**

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**What supports do I need to be successful?**

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**How will I know if I've made progress?**

*(What evidence will I review? How will I document my own growth?*

*How will I document improvements in student learning?)*



## Beginning Teacher Support Seminar 2: Assessing Student Learning

### Induction Seminar #2: Resources

Bambino, D. (2017). *Individualized Monthly Action Plan*. National Reform Center. Retrieved from: <https://www.schoolreforminitiative.org/download/individual-monthly-action-plan-imap/>

CESA 6 Effectiveness Project (2017). *Teacher Performance Evaluation System, TPES Guidebook*. Retrieved from CESA 6 Effectiveness Project website: <https://drive.google.com/file/d/0B8Wag36r0AkHVllwNI9vcUZwcnhiWXI4U1VOQWpyNzJfQIRN/view>

Fiarman, S. (2016, November). *Unconscious Bias: When Good Intentions Aren't Enough*. Educational Leadership. Retrieved from: <http://www.ascd.org/publications/educational-leadership/nov16/vol74/num03/Unconscious-Bias@-When-Good-Intentions-Aren't-Enough.aspx>

The National Equity Project. (n.d) *Developing Community Agreements*. Retrieved from: <https://nationalequityproject.org/tools/developing-community-agreements>

WI Department of Public Instruction. *Assessment and Data Literacy E-Learning Series*. Retrieved from <https://dpi.wi.gov/strategic-assessment/professional-learning/assessment-and-data-literacy-e-learning-series>

WI Department of Public Instruction (2017). *Educator Effectiveness User Guide for Teachers, Teacher Supervisors, and Coaches*. Retrieved from: <https://dpi.wi.gov/sites/default/files/imce/ee/pdf/teacherprocessmanual.pdf>

WI Department of Public Instruction. *Strategic Assessment Systems*. Retrieved from <https://dpi.wi.gov/strategic-assessment/>



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## Induction Seminar #2: Assessing Student Learning

### FEEDBACK

For each of the following statements, indicate your level of agreement.	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
I have a better understanding of monitoring student progress to adjust instructional practices.					
I have a better understanding of assessment systems, including formative practices.					
I have a better understanding of what proficient/effective practice looks like in related domains/components of the professional practice rubric.					
I feel I am better prepared to address the expectations of my teaching assignment because of this training.					
I have confidence I can apply my learning to my practice.					
The trainer(s) was knowledgeable in the training content.					
The time provided for activities and discussion was appropriate.					
Community agreements were established and supported.					
The training supported my adult learning needs.					

Additional Feedback: