

Skills Based Grading with Proficiency Scales

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IN-PERSON PRESENTATIONS

- 800 2017 National Conference July 10-12, 2017 - Las Vegas, NV
- Download 20-208 Literacy & Learning Centers Handout
- Download 20-405 Literacy & Learning Centers Handout
- Download 20-407 In-person Active Learning Handout
- Download 20-409 What Does Our Data Handout
- Download 20-516 Literacy & Learning Centers Handout
- Download 20-518 Literacy & Learning Centers Handout
- Download 20-519 Literacy & Learning Centers Handout

FREE CLOSE READING POSTERS

FREE Close Reading Posters and Conference Handouts

Letter Grades

What is the difference between an

- A
- B
- C
- D
- F

<h2 style="margin: 0;">College and Career Readiness Standards</h2>

TOOL #3 FOUNDATIONAL FEATURES OF THE CCSS: ELA AND INTERDISCIPLINARY LITERACY, GRADES K-12	
Features	ELA Skills and Content Knowledge
K-5 Balancing Informational and Literary Texts	Students read a true balance of information and literary texts. At least 50 percent of what students read is informational.
6-12 Discipline Knowledge	Teachers outside of the ELA classroom emphasize literacy experiences and expand students' reading abilities to better learn the content.
Complexity Staircase	Each grade level requires a "step" of growth on the "staircase." Teachers support below-grade-level readers and create time and space in the curriculum for close and careful reading.

Text-Based Answers	Students develop habits for making evidentiary arguments, in both speaking and writing, in order to demonstrate comprehension of a text.
Drawing from Sources and Argument-Based Writing	Students develop the skills to formulate written, evidence-based arguments that respond to the ideas, facts, and arguments in the texts they read.
Academic Vocabulary	By focusing on pivotal and commonly found words, and less on esoteric literary terms, teachers build students' ability to access more complex texts across the content areas.

TOOL #4 FOUNDATIONAL FEATURES OF THE CCSS: MATHEMATICS, GRADES K-12	
Features	Mathematics Skills
Focus	Teachers focus deeply on the concepts that are prioritized in the standards. Students reach strong foundational knowledge and deep conceptual understanding. Students are able to transfer skills across concepts and grades.
Coherence	Principals and teachers carefully connect learning within and across grades so that concepts spiral across grade levels. Students build new understanding on foundations that were laid in previous years.
Fluency	Teachers structure class time and homework time for students to memorize core functions. Students are expected to have speed and accuracy with simple calculations.

Deep Understanding	Teachers not only teach how to get the answer, but also support each student's ability to access concepts from various perspectives. Students demonstrate understanding by applying core math concepts to new situations, as well as by writing and speaking about them.
Application	Teachers provide opportunities for students to apply math concepts in real-world situations; students are expected to choose the appropriate concept for application. Teachers in content areas outside of math ensure that students are using math to access and interpret content.
Dual Intensity	<i>Dual intensity</i> means that students will practice the skills they have, while gaining experience in choosing the opportunity in which to apply those skills. Teachers create opportunities for students to participate in drills and make use of those skills through extended application. The amount of time spent practicing skills and learning application varies, depending on the concept.

What is Formative Assessment?

- It is NOT a particular kind of measurement instrument or tool.
- It IS a **process** that is fundamental and integral to the effective practice of teaching and learning.

Qualities of *Effective* Formative Assessment

- teachers making adjustments to teaching and learning in response to assessment evidence;
 - students receiving feedback about their learning with advice on what they can do to improve; and
 - students' participation in the process through self-assessment.
- Black, P. J., & William, D. (1998b). Inside the Black Box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80, 139-48.

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Formative Assessment and CCR

- Formative assessment is receiving more attention with CCR implementation.
- Often included with summative and interim assessment as part of the "balanced assessment model"

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Feedback and Assessment

- Students must monitor their own learning which makes feedback critical.
- For teachers, it's not just feedback, it's helping students to understand how to understand learning and goals and assisting them to develop the skills to make judgments about their learning.

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From Theory to Practice

“Formative Assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.”

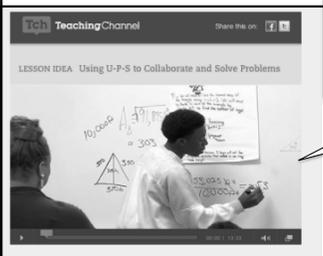
(FAST SCASS, 2008)
Source: Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS). (2008, October). *Attributes of effective formative assessment*. Paper prepared for the Formative Assessment for Teachers and Students State Collaborative on Assessment and Student Standards of the Council of Chief State School Officers. Washington, DC: Council of Chief State School Officers.

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Seeing Formative Assessment in Action

- What do you notice about the classroom?
- What *specific* strategies are the teachers using to provide students with feedback?
- How does or how can the teacher adjust their instruction to meet the learning needs of his/her students?

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Using U-P-S to Collaborate and Solve Problems
Grades 9-12,
Math, Geometry

<https://www.teachingchannel.org/videos/ups-problem-solving-strategy>

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**FORMATIVE ASSESSMENT
BUILDING BLOCKS**

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Learning Progressions

“A Learning Progression clearly articulates the trajectory along which students are expected to progress to improve in an area of learning and act as a touchstone for formative assessment. “
(Heritage, 2008).

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Learning Goals and Success Criteria

Learning goals and success criteria provide the standard for which performance is compared and feedback is generated.

Learning Progression provides the BIG PICTURE of learning and leaning goals identify the immediate learning. (ANCHOR GOALS AND GRADE LEVEL ARTICULATIONS)

Descriptive Feedback

- Feedback in a formative assessment model is NOT in the form of a score or a grade.
- Descriptive Feedback is often manifested in ideas, strategies, and tasks that the student can use to work toward the next level of learning.
- Remember! Feedback is intended to improve learning WHILE that learning is happening.

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Self- Assessment and Peer Assessment

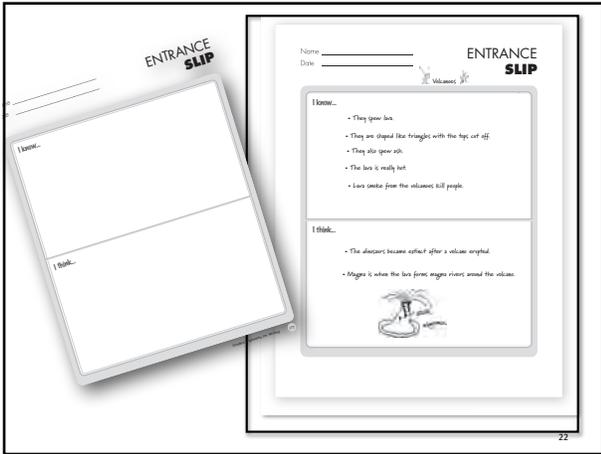
- In addition to the process of self-assessment, peer feedback provides the opportunity for students to assess a peer's learning against the same performance criteria for their own work.

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Collaboration

- Formative Assessment is a partnership between students and the teacher.

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Strongly Agree	Strongly Disagree
Agree	Disagree

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Graphic Organizers

- Graphic organizers are a valuable tool for students to organize new information and develop new ideas about information.
- There are many graphic organizers available and using a wide variety will enhance teaching, learning, and assessment.

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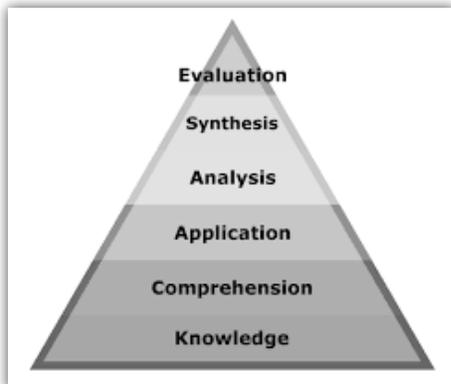
Individual White Boards

- Students record their answer to a question or prompt on individual whiteboards.
- On the teacher's signal, the students show their boards to the teacher.

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Sample Standards and Skills Based Assessment

Farmington, NM
Simple and Complex Goals



http://district.fms.k12.nm.us/Departments/Curriculum_and_Instruction/

Where to Find Me!



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