

Domain 1: Planning and Preparation



Component 1f. Designing Student Assessments

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview. . .

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

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Components of Domain 1: Planning and Preparation

- 1a. Demonstrating Knowledge of Content and Pedagogy
- 1b. Demonstrating Knowledge of Students
- 1c. Setting Instructional Outcomes
- 1d. Demonstrating Knowledge of Resources
- 1e: Designing Coherent Instruction
- 1f: Designing Student Assessments**

Learning Outcomes:

1f. Designing Student Assessments

- Understand the elements of 1f
- Distinguish the difference in levels of performance
- Review examples of 1f evidence
- Identify my level of performance on 1f
- Create next steps to improve my level of performance in 1f

Understanding 1f. Designing Students Assessments

- Educational practitioners – and all others – know about assessment OF learning. Educators seeking professional improvement learn about assessment FOR learning.
- What about assessment matches? Outcome-alignment, student-appropriateness, and instructional-usefulness? What are your assessment experiences? What is the best approach to avoid becoming assessment-challenged?
- Assessment: formative or summative. Assessment: for yesterday, for today, for tomorrow. How should these be shown as part of a teacher's planning skills?

Elements of 1f

1. Congruence with instructional outcomes

- ▶ All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students.*

*Proficient Level of Performance

Elements of 1f

2. Criteria and standards

- ▶ Assessment criteria and standards are clear.*

*Proficient Level of Performance

Elements of 1f

3. Design of formative assessments

- ▶ Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used.*

*Proficient Level of Performance

Elements of 1f

4. Use for planning

- ▶ Teacher plans to use assessment results to plan for future instruction for groups of students.*

*Proficient Level of Performance

TESS Evidence for 1f

Artifacts (Products of teacher or student work)

- Lesson and Unit Plans
- Instructional Materials and Resources (plans for and results from teacher and student work)
- For summative teachers: Pre-Observation Form

Evidence from Planning Conferences and Conversations

Planning for 1f Evidence

If the teacher's goal is to assess all instructional outcomes and adapt assessment methods for groups and individuals as needed, then

1. Would a teacher's list of 'types' of instructional outcomes be useful to the process of identifying and implementing aligned assessments? How?
2. How could a teacher ensure that the assessment methodologies are suitable for the range of instructional outcomes designed for students?

Planning for 1f Evidence

If the teacher's goal is to have clear assessment criteria and standards, then

1. Should a teacher plan to explain assessment strategies and success to students? Should that be part a lesson/unit plan?
2. Should a teacher provide multiple formats of assessment? What would be the basis for this decision?
3. Should students be involved with assessment design? Why or why not?

Planning for 1f Evidence

If the teacher's goal is to have a well-developed strategy to use formative assessment and has designed approaches to be used, then

1. Where and how could a teacher increase knowledge of the use of formative assessments?
2. What is your definition of a 'well-developed' strategy for formative assessment?
3. How could documentation and reflection add to improved formative assessment for effective teachers?

Planning for 1f Evidence

If the teacher's goal is to have a plan for using assessment results for future instruction for groups of students, then

1. Planning future work for teachers and students is the primary purpose for assessment. Is this accurate? Why or why not?
2. How can you explain your planned use of assessment results?
3. Is assessment connected to instructional grouping; activities; materials; resources? How?

Which 1f element does this pre-observation conference evidence address?

“The students will be assessed informally through questioning, discussion, and my observation of their participation in the group. The students will also have a review worksheet to complete.” “The review questions work because I have all different levels of questions for them to learn. Each student has their own worksheet, I can see how each student did. Through the questions and observation, if nobody gives me good feedback or I have blank faces, I know I have to give more information or take another day to redo the lesson. I will have to go back over it.”

- a. Congruence with instructional outcomes**
- b. Criteria and standards**
- c. Design of formative assessments**
- d. Use for planning**

Answer is a.

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Which 1f element does this pre-observation conference evidence address?

"To evaluate the students' learning, I will use performance based assessment as well as teacher observation." "The evaluation will determine if I need to work with students on these skills more or if I can proceed to the next lesson. The next lesson would be on completing the evaluation with a skills check list and put them on a timer to see if they can perform the skills faster."

- a. Congruence with instructional outcomes**
- b. Criteria and standards**
- c. Design of formative assessments**
- d. Use for planning**

Answer is c.

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Which 1f element does this pre-observation form evidence address?

“I will evaluate whether students have learned what was intended based on observation. When assessing using the picture cards, I remind students about our work with these before. If there are questions about using picture cards, I take time to answer so they will understand the process. I will scan the room to make sure that students display the correct picture card while answering the questions. I will also evaluate whether they learned what was intended based on their answers to questions asked throughout the lesson that require them to use higher order thinking. We also practice the unit assessment so students know what to expect – what they will be required to do.”

- a. Congruence with instructional outcomes**
- b. Criteria and standards**
- c. Design of formative assessments**
- d. Use for planning**

Answer is b.

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Which 1f element does this pre-observation form evidence address?

“Based on the results, I will see if I need to go back to see if I need to revisit diameter, circumference and radius or see if I can move on to the extension of where we apply it to our planets.”

“If they can’t articulate the steps, I will need to see if there is another way to teach the lesson to help them understand the concepts. If they get it, I will give challenge questions; then go on to how to create financial statements.”

- a. Congruence with instructional outcomes**
- b. Criteria and standards**
- c. Design of formative assessments**
- d. Use for planning**

Answer is d.

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Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
Not No Not clear Unaware Does not respond Poor Not congruent	Some Attempts to Limited Moderate Uneven Inconsistent Rudimentary	Consistent High quality Timely Accurate Appropriate Clear Effective High expectations	All students Highly effective Entirely appropriate Adapted for individual students Fully aligned Extensive

This is which level of performance for 1f?

1. The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual students.
 - Distinguished
 - Proficient
 - Basic
 - Unsatisfactory

This is which level of performance for 1f?

2. The teacher's plan for student assessment is partially aligned with the instructional outcomes, without clear criteria, and inappropriate for at least some students. The teacher intends to use assessment results to plan for future instruction for the class as a whole.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

3. The teacher's plan for student assessment is aligned with the instructional outcomes, uses clear criteria, and is appropriate to the needs of students. The teacher intends to use assessment results to plan for future instruction for groups of students.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

4. The teacher's plan for assessing student learning contains no clear criteria or standards, is poorly aligned with the instructional outcomes, or is inappropriate for many students. The results of assessment have minimal impact on the design of future instruction.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Distinguished
- 2) Basic
- 3) Proficient
- 4) Unsatisfactory

Any surprises?

How is 1f successfully demonstrated?

When reviewing a teacher's lesson plans or during a planning conference, an observer/rater may look for the following:

- A teacher's ability to plan and implement assessment OF learning for both lessons and units.
- A rubric or guide for scoring is an artifact of instruction.
- Proof of planning for formative assessment should be included in a teacher's lesson plan. A teacher's explanation of the process adds to the body of evidence for this component.
- A plan for the specific use of assessment results in future planning.

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 1f: Designing Student Assessments**, how would you rate on the rubric?
- Considering your experience in lesson planning, do you vary assessment ‘types’?
- What is CFA? How could you learn if it is for you?
- What does using assessment results for ‘specific future planning’ mean?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson