



**TURNAROUND ACHIEVEMENT
WITH ASSESSMENTS**

SELF-REFLECTIVE SCORING GUIDE

Question	a	b	c	d	Your Score
1	2	3	4	1	
2	3	1	2	4	
3	2	1	4	3	
4	4	1	2	3	
5	2	4	3	1	
6	3	4	2	1	
7	2	3	1	4	
8	1	3	4	2	
9	4	2	1	3	
10	1	4	3	2	
Total	Add your	Question score	To determine	Your Score>>>	

SCORING GUIDE

Self-Assessment Scoring Guide:

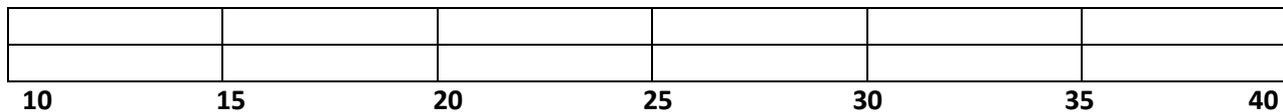
The sum of these 10 scores is your total score, which notes the state on the Continuum of Self-Reflection that most likely characterizes your self-reflective tendencies. Mark that score on the Self-Assessment Scoring Scales in Figure 3.2 and use the following guide to determine where you currently operate along the continuum:

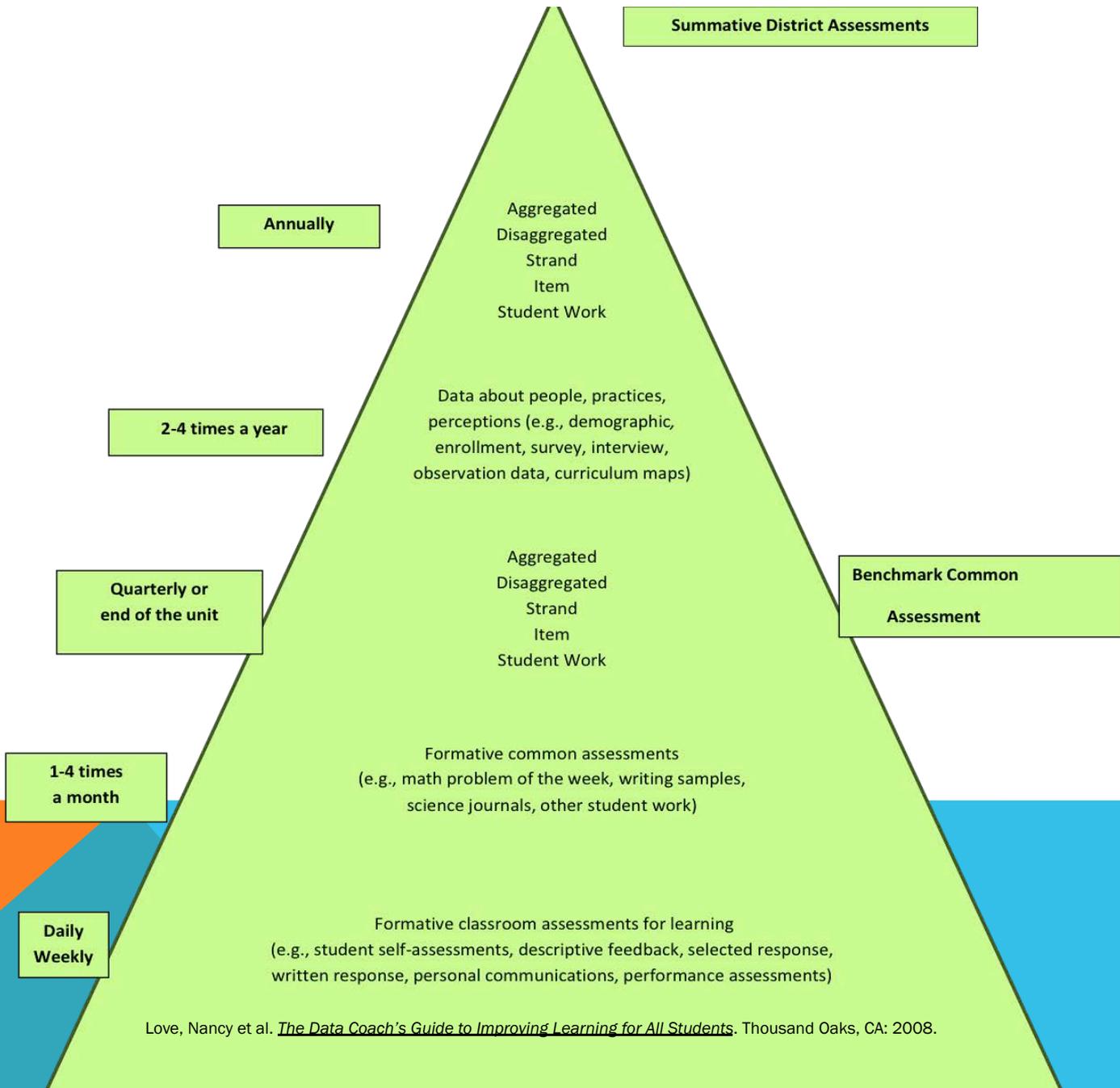
10-14 points: Unaware State

15-24 points: Conscious Stage

25-34 points: Action Stage

35-40 points: Refinement Stage





Love, Nancy et al. *The Data Coach's Guide to Improving Learning for All Students*. Thousand Oaks, CA: 2008.

TURNAROUND PRINCIPLES

Four Turnaround Principles focus on instruction.

2. Teachers Effective and Able to Improve Instruction
3. Expand time for Student Learning and Teacher Collaboration
4. Strengthen the Instructional Program
5. Use data to inform Instruction



INDISTAR INDICATORS- ASSESSMENT

Indistar



INDICATORS NOW!TM is a video index of mini-sodes extracted from the Indicators in ActionTM courses. Find and watch the indicator you're looking for...fast & **NOW!**

Indicator Map 

Leadership &
Decision Making

Curriculum, Assessment, &
Instructional Planning

Classroom
Instruction

School
Community

Team Structure

Aligned Instruction

Preparation

Shared Leadership

Principal's Role

Classroom Assessment

Teacher-Directed: Introduction

Policies & Practice

Professional Development

 **Play Video**

Units of instruction include pre /post tests to assess student mastery of standards based

Teacher-Directed: Presentation

Communication

INDISTAR- INDICATORS

Wise Ways:

Indicator: Teachers individualize instruction based on pre-test results to provide support for some students and enhanced learning opportunities for others. (92) IIB02

Explanation: The pre-test is a quick formative assessment at the beginning of a lesson or unit to determine each student's mastery of standards-aligned objectives prior to teaching the lesson or unit. The data from the pre-tests enables the teacher to modify the lessons and to differentiate assignments for students, providing extra help for some and enhancing the assignments for others.

Questions: Do your teachers use pre-tests data to adjust lessons and to differentiate assignments? Do they differentiate for both the students in need of extra help in reaching the objectives and students demonstrating early mastery who benefit from enhanced assignments?

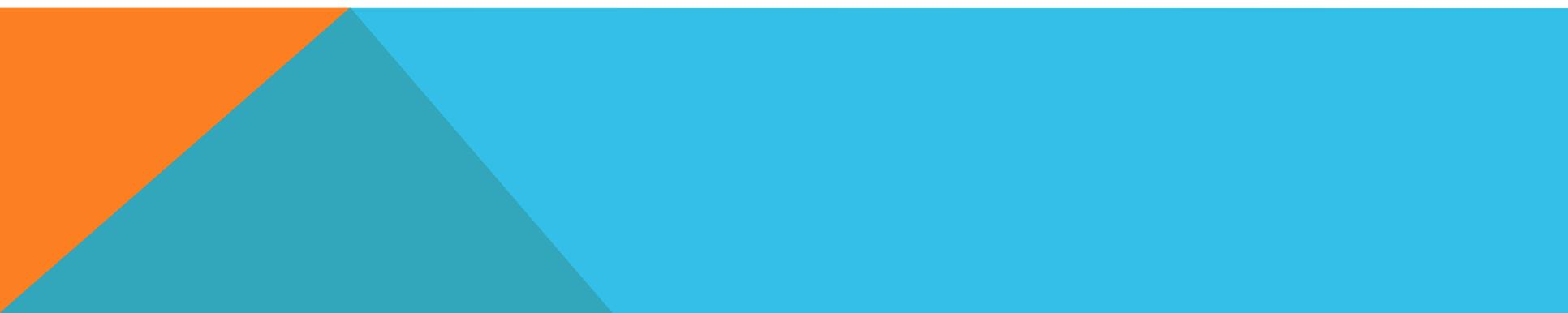


INDISTAR- INDICATORS

Wise Ways: Indicator: Unit pre-test and post-test results are reviewed by the Instructional Team. (93) IIB03

Explanation: Other indicators describe pre-tests and post-tests as formative assessments developed by Instructional Teams that teachers use to get a quick reading on students' varying readiness for a new lesson or unit and then show progress by the end of the lesson or unit. The pre-test enables the teacher to adjust the lessons and to differentiate the assignments. By reviewing these data, the teachers on an Instructional Team can compare their strategies and determine what worked best. They can also modify their units and the formative assessments.

Questions: Do your Instructional Teams review data from unit pre-tests and post-tests to check on student progress, compare results, share strategies, and modify their instructional plans?



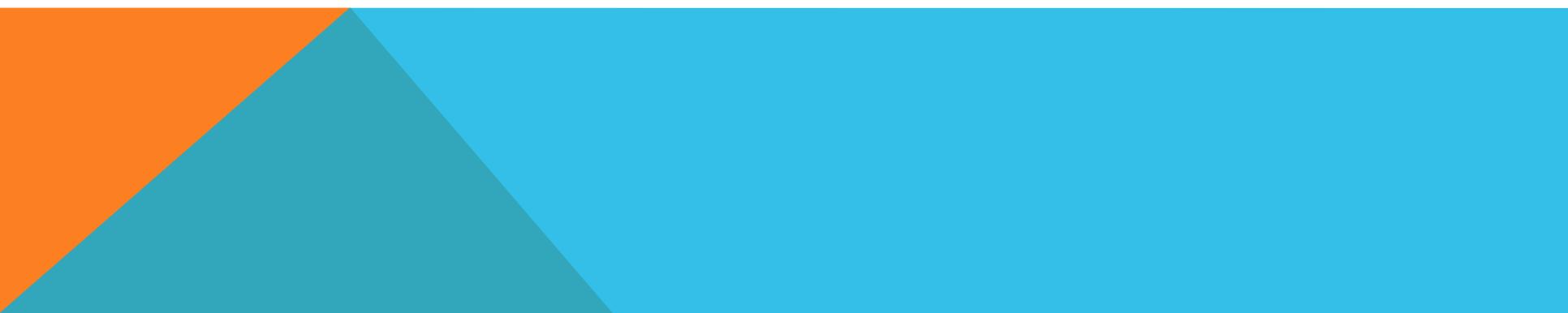
INDISTAR- INDICATORS

Wise Ways:

Indicator: All teachers re-teach based on post-tests results. (95) IIB05

Explanation: Re-teaching can occur at different points. Teachers do on-the-fly re-teaching while presenting and summarizing a lesson as they question students and detect a lack of understanding. This indicator suggests a more formal examination of the post-test results at the end of a lesson or unit in which the teacher determines each student's mastery of standards-aligned objectives. The information enables the teacher to provide individual re-teaching for specific students and whole-class re-teaching when an objective is more uniformly not met. The teacher also makes adjustment in the original lesson and unit plan so that they are more effective the next time they are used.

Questions: Are all of your teachers skilled at re-teaching? Do they uniformly review post-test results to target their re-teaching?



INDISTAR- INDICATORS

Wise Ways:

Indicator: The school tests each student at least 3 times each year to determine progress toward standards-based objectives. (100) IID02

Explanation: Often called benchmark tests, these tests help teachers gauge their students' progress toward year-end standards-based assessments and make adaptations in instruction and to identify students in need of additional assistance. Instructional Teams and individual teachers review the results to make the necessary adjustments. They also enable the school to see areas of strength and weakness in the curriculum and instructional plans. Leadership Teams review the results for the entire school and across grade levels and subject areas.

Questions: Does your school administer at least three benchmark assessments to all students each year? Does the Leadership Team review the results? Do your Instructional Teams and individual teachers systematically review the results to make adjustments in instructional plans and to differentiate assignments and supports for individual students?



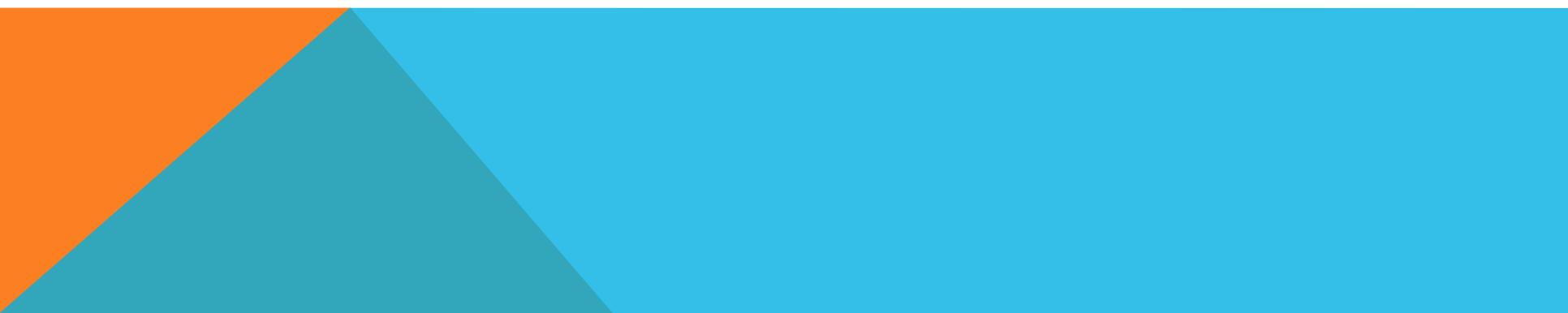
INDISTAR INDICATORS

Wise Ways:

Indicator: Teachers receive timely reports of results from standardized and objectives-based tests. (101) IID03

Explanation: Other indicators point to the need to conduct multiple assessments during a school year. This indicator addresses the timeliness of the reporting of results so that teachers and their Instructional Teams can make adjustments in instructional plans and identify students in need of greater differentiation and support.

Questions: How quickly are test results provided to teachers? Is this adequate? What is the procedure for teachers and Instructional Teams to review the results and make immediate adjustments in instructional plans and student supports?



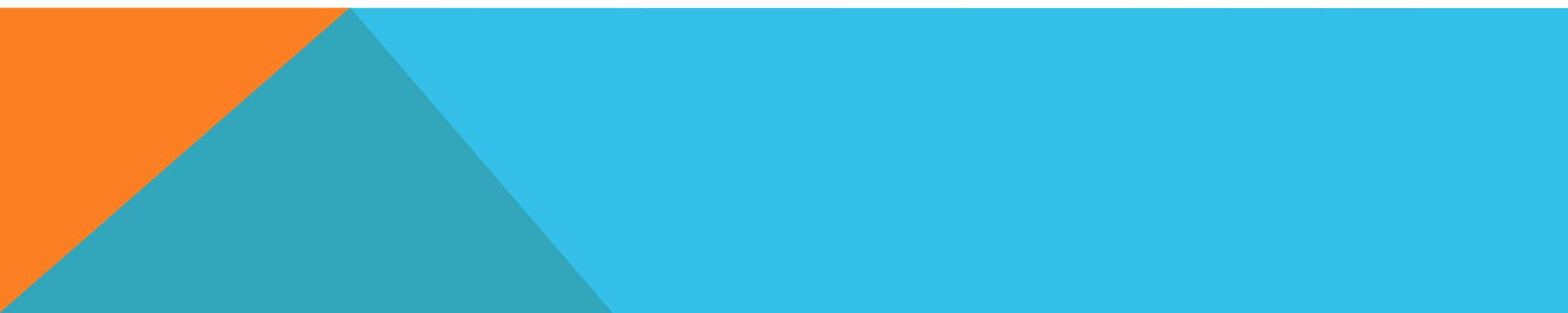
INDISTAR INDICATORS

Wise Ways:

Indicator: Instructional Teams review the results of unit pre/post tests to make decisions about the curriculum and instructional plans and to “red flag” students in need of intervention (both students in needs of tutoring or extra help and students needing enhanced learning opportunities because of the early mastery of objectives). (109) IID11

Explanation: This indicator is linked to several others and assumes that teachers meet as Instructional Teams, develop units of instruction, and create formative assessments including unit pre-tests and post-tests. The nature of a pre-test varies according to the grade level and subject, but its purpose is to get a quick read on students’ readiness for new learning. Likewise with a post-test. For the early grades, the pre-tests and post-tests may be several mini-assessments in which the teacher gauges mastery at different points in a unit before presenting smaller doses of new learning. However administered, these teacher-created assessments yield valuable information for the Instructional Team. This indicator emphasizes that on-going, teacher-created assessments are used by the Instructional Teams to refine the curriculum, develop more effective instructional plans, and also to alert teachers to students who need extra help or enhanced assignments.

Questions: Do your teachers develop unit plans in their Instructional Teams? Do they create ongoing, formative assessments? Do they use the data from the assessments to adjust the curriculum and instructional plans? Do they use the data to identify students who need extra help or are surging ahead and need enhanced assignments?



INDISTAR INDICATORS

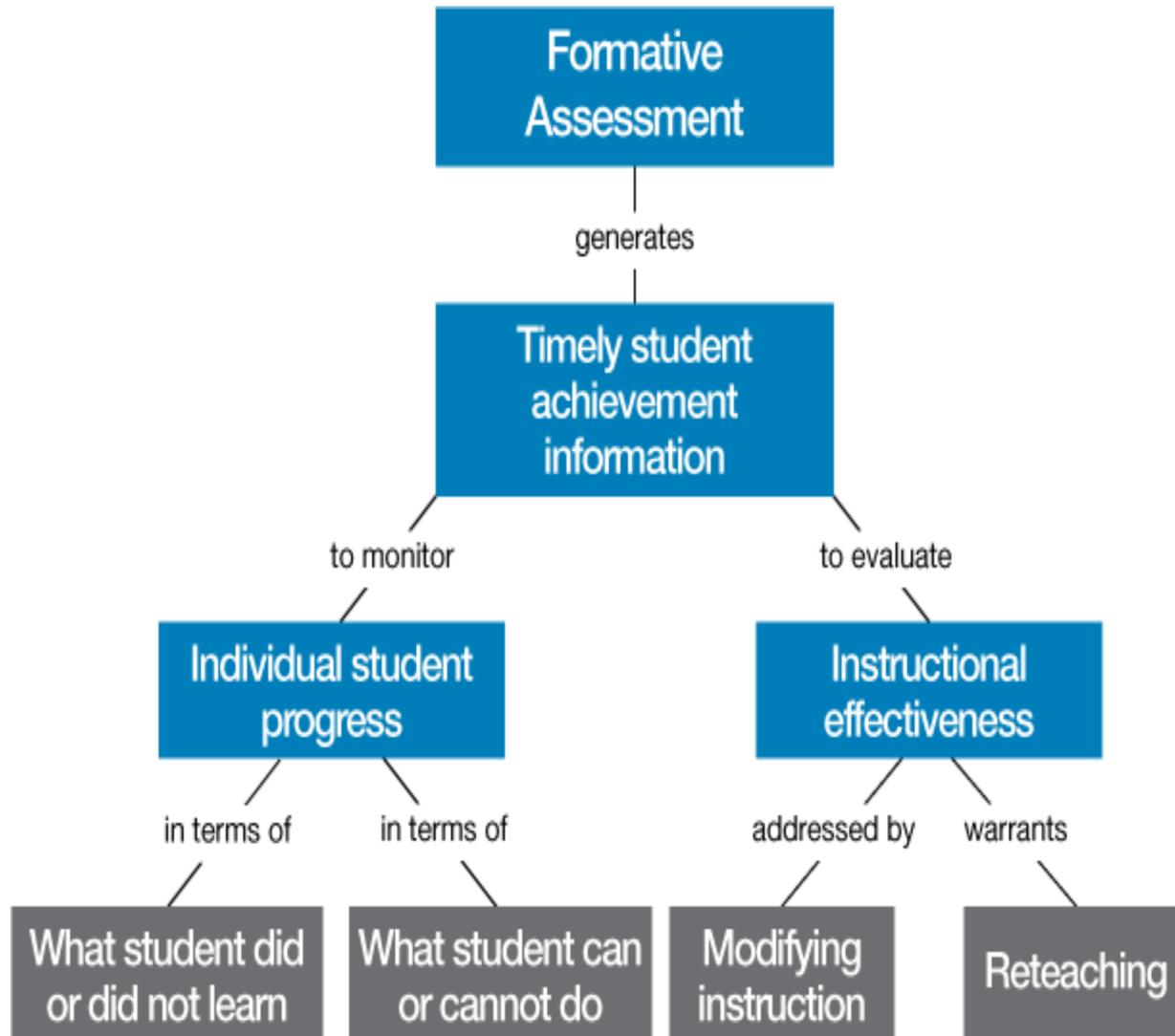
Wise Ways:

Indicator: Units of instruction include pre/post tests to assess student mastery of standards-based objectives. (91) IIB01

Explanation: Formative assessment is not only the assessment of student mastery after a lesson or unit has been completed. The teacher benefits from knowing each student's beginning mastery so that the teacher can differentiate assignments for groups and individual students after teaching the material. Some students will show mastery of some objectives even before the lesson begins, and their assignments can be enhanced to move them forward. Other students will show an early sign that they will need extra help. Examining the whole class's level of understanding at the beginning helps the teacher gauge the presentation of new material. After the lesson or unit, a post-test shows what has been gained by each student, signaling the need for re-teaching and informing the next lesson or unit. A "test" may be a quick, pencil and paper test, oral questioning, or other systematic means for taking the pulse of each student's mastery.

Questions: Do your Instructional Teams' unit plans include means for efficiently gauging each student's mastery relative to the unit objectives? Are these devices used both at the beginning and end of a lesson or unit? Does the Instructional Team review the results when modifying unit plans? Is the information used to accelerate the learning activities of early learners and provide additional help for the lagging ones?

Formative Assessment Process





RESEARCH

FINDINGS FROM BLACK AND WILIAM (1998)

The research from Black and Wiliam indicates that improving learning through assessment depends on five factors:

1. Providing effective feedback to students
2. Students' active involvement in their own learning
3. Adjusting teaching to take account of the results of assessment
4. Recognizing the profound influence of assessment on students' motivation and self-esteem - both crucial influences on learning
5. Ensuring pupils assess themselves and understand how to improve

Black, Paul and Dylan Wiliam. Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice*. Phi Delta Kappan. 5 (1) 1998.

SUPPORTING RESEARCH

- 2004—William, Lee, Harrison, and Black, as a follow-up to *Inside the Black Box*, examined the achievement of secondary students in math and science who were exposed and not exposed to formative assessment and found a mean effect size of .32 when exposed to formative assessment interventions.**
- 2004—Ruiz-Primo and Furtak measured the effect of three formative assessment strategies—eliciting, recognizing, and using information—in the science classroom and found that the quality of teachers' formative assessment practices was positively linked to the students' level of learning.**

SUPPORTING RESEARCH

2006—Robert Marzano concluded that classroom formative assessment is an effective way to plan and apply instructional interventions to close the gap.

2007—William and Thompson found that formative assessment produces greater increases in students' achievement than class-size reduction or increases in teachers' content knowledge, and at a fraction of the cost.

MARZANO'S RESEARCH: PROVIDING FEEDBACK

Classroom assessments can be one primary vehicle that teachers use to give students feedback. Ideally, scores from assessments should be used to determine next steps students must take to improve their learning. Research suggests that certain practices render feedback on classroom assessments most effective:

- 1. Give timely feedback. Or what they learn from the assessment will be minimal**
- 2. Explain what was correct and what was incorrect on an assessment. An assessment is much more likely to have a positive influence on students' learning if time is set aside to make sure students understand what they did well and what they did not do well.**

Marzano, Robert J. et al. A Handbook for Classroom Instruction that Works. ASCD. Alexandria, VA: 2001.

MARZANO RESEARCH

Effects of Feedback: Pretests and formatives must be given as feedback afterwards.

Research supports that formative assessment does improve learning. In a study of assessments given over a 15 week period,

the class with 1 assessment gained 13.5%

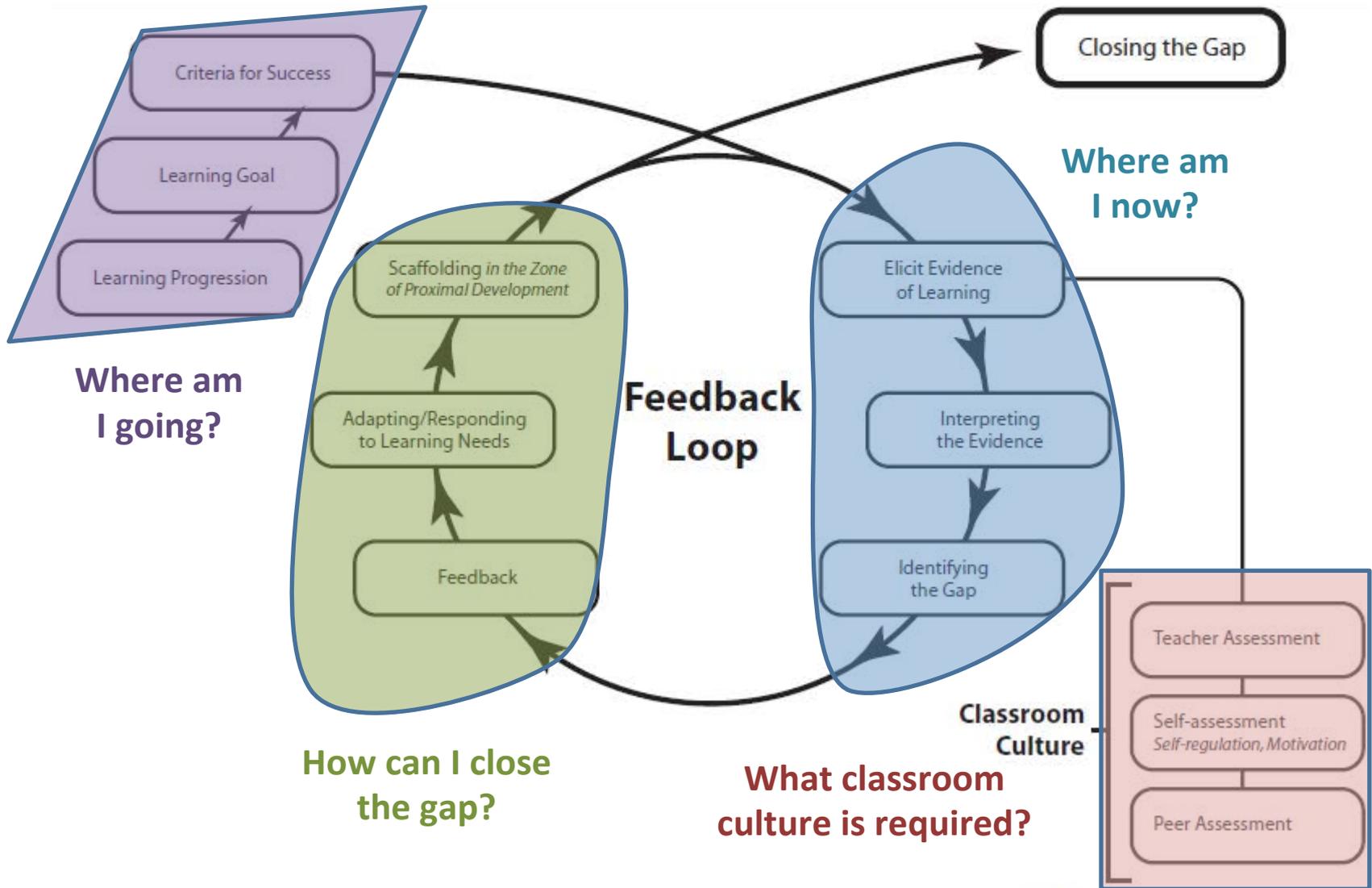
the class with 10 assessments gained 22.5%

the class with 20 assessments gained 26.0%

The class with 30 assessments gained 29.9%

Marzano, Robert J. et al. The Art and Science of Teaching. ASCD. Alexandria, VA: 2007.

Formative Assessment Cycle



FORMATIVE ASSESSMENT IN LESSON PLANNING

ACTIVITY:

What are some formative assessment strategies that you could employ that would measure student progress toward meeting the learning goal?



RESOURCE PACKET

Powerpoint presentation and other resources will be posted on the School Improvement website.

Written references



From our computer to yours!



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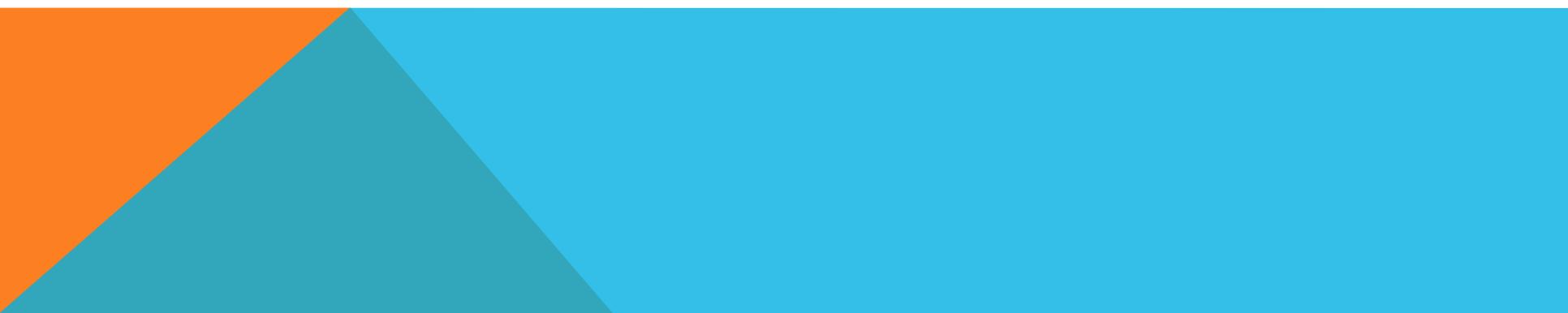
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EXAMPLE FORMATIVE ASSESSMENT TECHNIQUES AND TOOLS

A or nothing

ABCD Cards/Corners

Admit slips

Ask the audience

As I see it

Best examples discussion

Colored cups

Concept mapping sticky notes

Constructive quizzes

Choose-swap-choose

Daily sign-in

Debriefing

Demonstration

Exit pass

Extended wait time

Find the errors and fix them

Generating test items

Go 50-50

Graphic organizers

Group-based end-of-topic questions

Group-based test prep

Hand signals

Hinge-point questions

Hot-seat questioning

Journal entry

If you did know what would you say?

If you don't know, I'll come back to you

If you have learned it, help someone who hasn't

EXAMPLE FORMATIVE ASSESSMENT TECHNIQUES AND TOOLS

Index card summaries/questions

I-you-we checklists

Kinesthetic assessments

Laundry Day

Learning logs

Learning portfolios

Match the comments to the essays

Mini white boards

Observation

One minute papers

One sentence summary

One word summary

Oral questioning and interviews

Phone a friend

Plus-minus-equals grading

Popsicle sticks

Pose-pause-pounce-bounce

Practice Presentations

Preflight checklist

Question shells

Questionnaires

Self/peer assessment

Ranking exemplars

Real-time test

Red/green disks

Statements rather than questions

Think-pair-share

Two stars and a wish

What did we learn today?

Writing frames