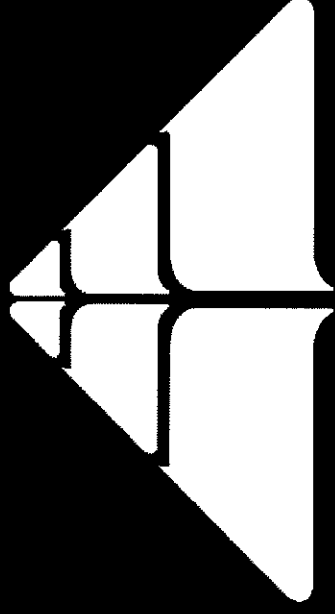


# Professional Learning Communities

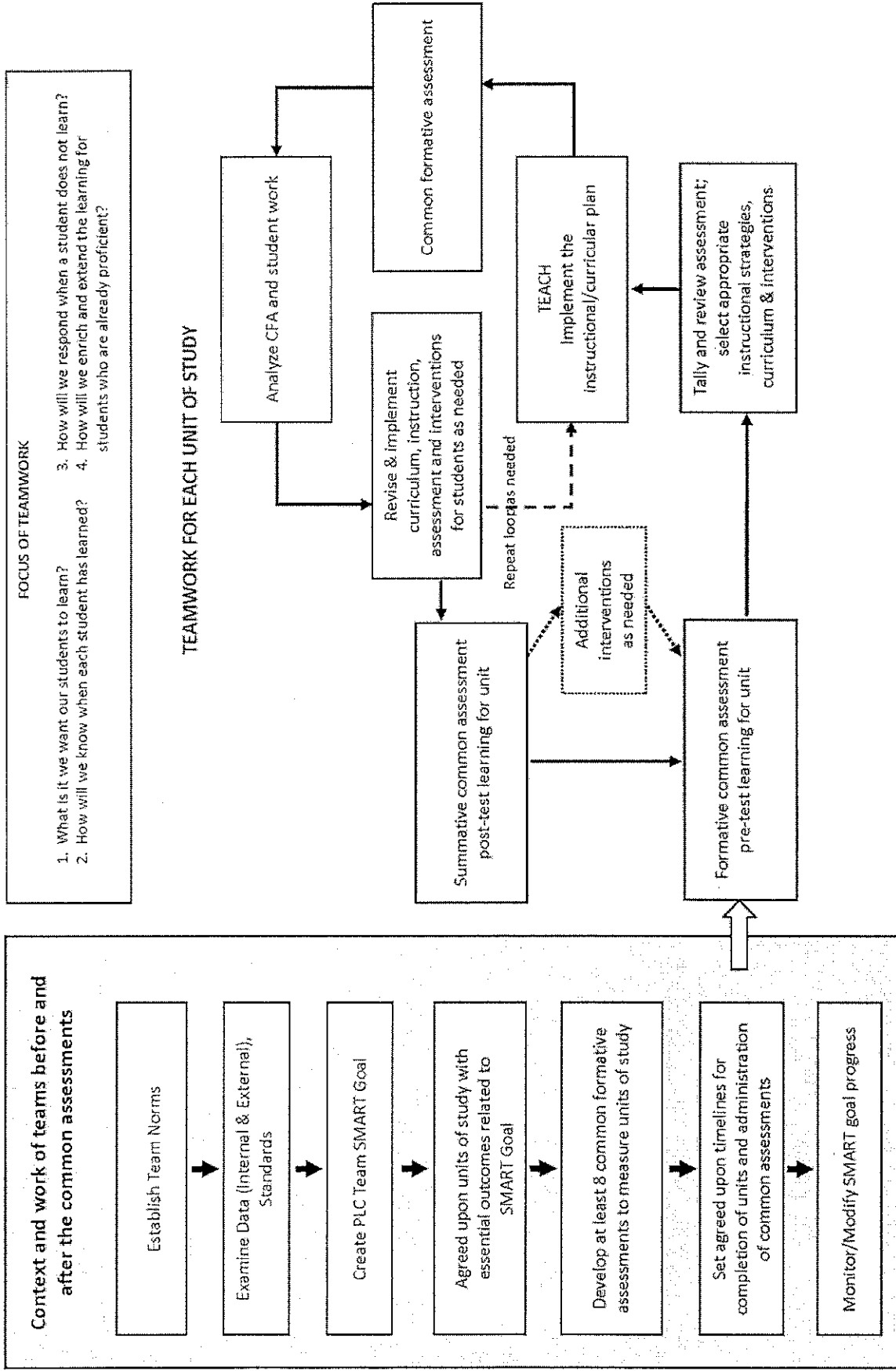


**Solution Tree**

Roxbury Township Public Schools  
Sessions 2 & 3 - Handouts

Alan Addley

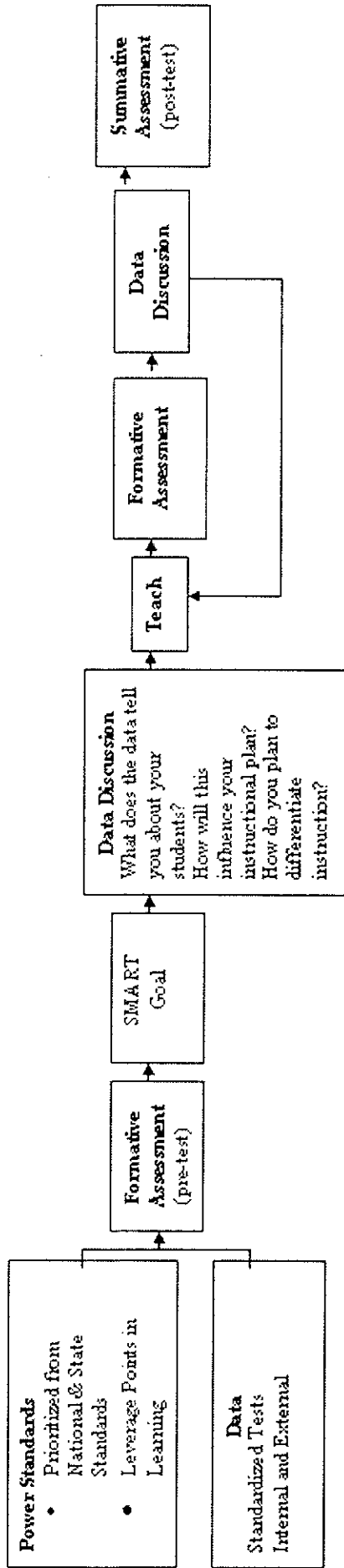
# PROFESSIONAL LEARNING COMMUNITY TEAMS



Formative Assessments – Assessments for learning (informs instruction; not recorded as student's grade)  
 Summative Assessments – Assessments of learning

Graphic adapted from: NSDC (2007), Using the Professional Teaching and Learning Cycle  
 Erkins, Cassie (2010), Learning by Doing: Solution Tree Reproducible  
 Ainsworth, L. & Viegut, D. (2006), Common Formative Assessments  
 Conzemius and O'Neil (2002), The Handbook for SMART School Teams

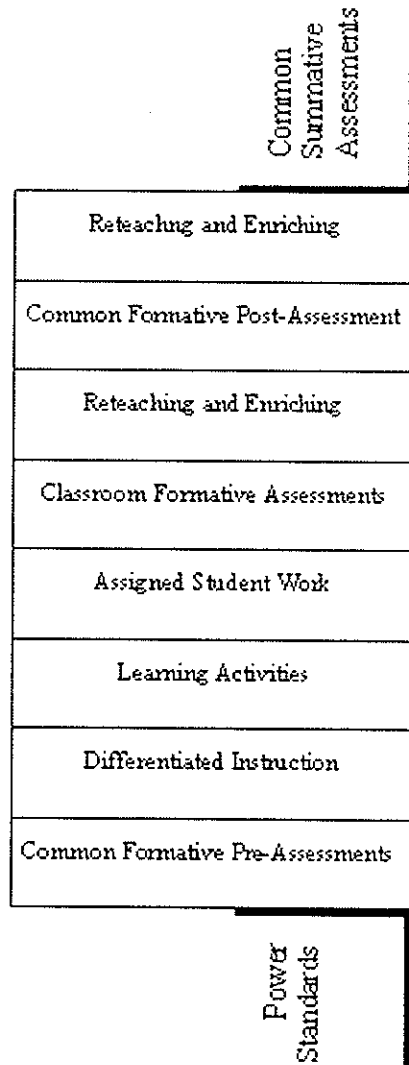
**PLC Assessment Process  
Focus on Student Learning**



Formative Assessments – Assessments for learning (not recorded as student’s grade)

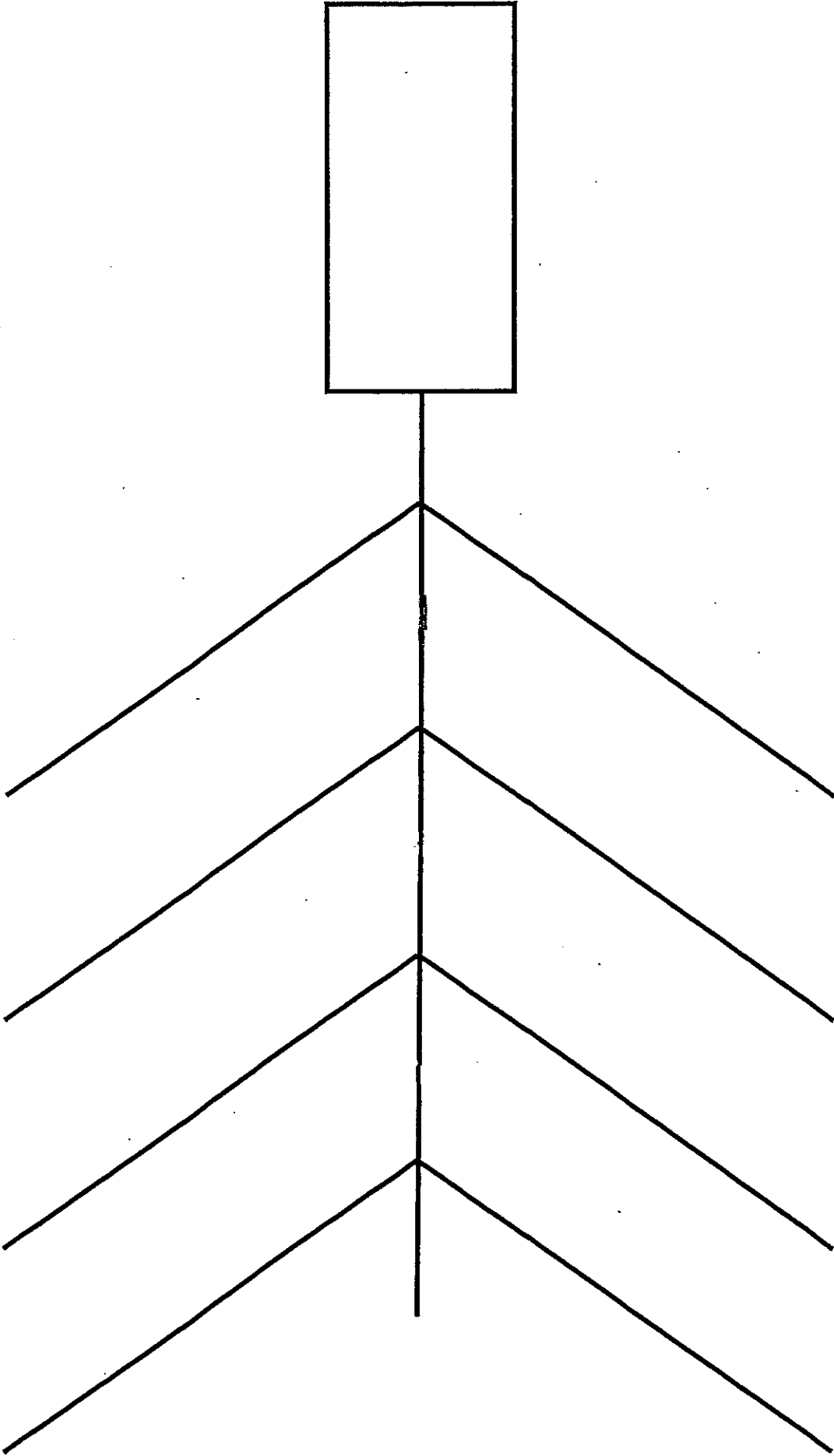
Summative Assessments – Assessments of learning

PLC Goal: 8 Formative assessments per year (can include the use of pretest)



Relationship Between Power Standards, Common Formative Assessments, and Common Summative Assessments

**Fishbone Diagram: Example**



# Example of an Unwrapped Standard

*What Power Standard will be taught? Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.*

## Unwrapped Knowledge & Skills and Aligned Formative and Summative Assessments

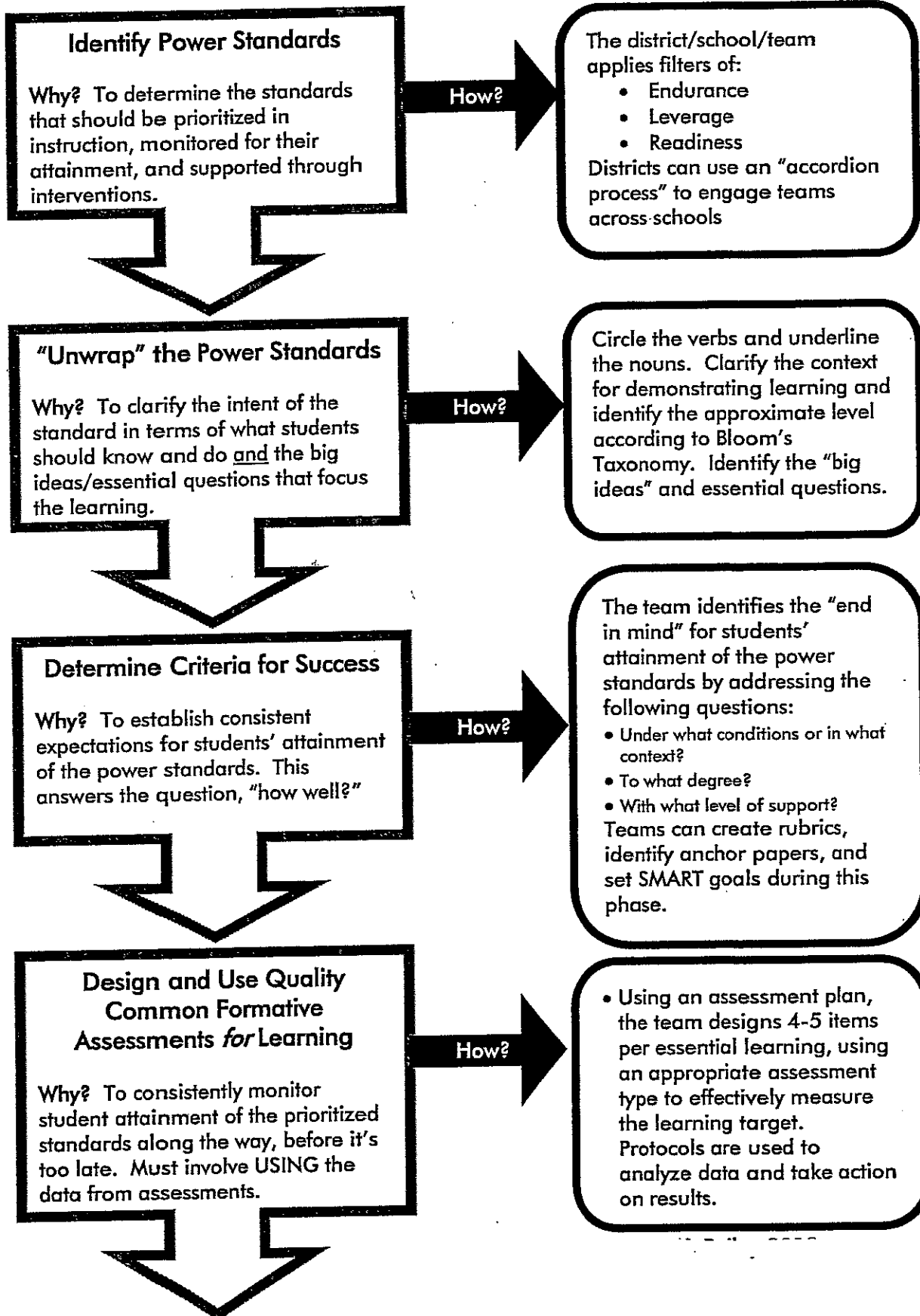
A. Students will know (i.e. the concepts and vocabulary must be established in support of the standard)	Formative measures (How will we monitor student progress on these concepts and skills along the way?)	Summative Measure(s) What culminating measure will we use to determine students overall attainment of this concept?
the connection between rivers and the location of early civilizations.		
Agricultural advancements		
The Economic changes that resulted from agricultural advancements and surplus		
<b>Vocabulary:</b> Economy, agriculture, surplus, achievement, method, occupy		

# [ Example of an Unwrapped Standard ]

<b>B. And be able to</b> <i>(the things students should be able to do as part of the standard)</i>	<b>Formative measures</b> <i>How will we monitor student progress on these skills along the way? Are there models of strong and weak work that we can provide students?</i>	<b>Summative Measure(s)</b> <i>What culminating measure will we use to determine students overall achievement of this skill?</i>
<b>Locate</b> major river systems and civilization centers		
<b>Summarize</b> (the connection between rivers and location of early civilization)		
<b>Discuss</b> the connection between food surplus and development of civilization and the economy		
<b>Trace</b> the development of agricultural techniques during early civilizations		

<p>A. Students will know (i.e., the concepts and vocabulary must be established in support of the standard):</p>	<p>Formative measures (How will we monitor student progress on these concepts and skills along the way?)</p>
<p>The connection between rivers and the location of early civilizations.</p>	<p>Writing prompt —one paragraph</p>
<p>Agricultural advancements</p>	<p>Cause and effect graphic organizer (event – outcome – impact)</p>
<p>Economic changes that resulted from agricultural advancements and surplus</p>	<p>Quiz – short answer</p>
<p>Vocabulary: Economy, agriculture, surplus, achievement, method, occupy</p>	<p>Vocabulary Knowledge Rating Sheet (completed by each student)</p>

# Team Process for Creating Common Formative Assessment





# Unwrapping Template

<b>What Power Standard will be taught?</b>		
<b>Unwrapped Knowledge &amp; Skills and Aligned Formative and Summative Assessments</b>		
<b>A. Students will know</b> (i.e. the concepts and vocabulary must be established in support of the standard):	<b>Formative measures</b> (how will we monitor student progress on these concepts and skills along the way?)	<b>Summative Measure(s)</b> What culminating measure will we use to determine students overall attainment of this concept?
<b>Vocabulary:</b>		
<b>B. And be able to</b> (the things students should be able to do as part of the standard):	<b>Formative measures</b> How will we monitor student progress on these skills along the way? Are there models of strong and weak work that we can provide students?	<b>Summative Measure(s)</b> What culminating measure will we use to determine students overall achievement of this skill?

# COLLABORATIVE ANALYSIS OF STUDENT WORK

<p>What were the standards/criteria for the student work (learning goals and expectations)?</p>	<p>What did students do to demonstrate they achieved the expectations? Cite evidence.</p>
<p><b>NEXT STEPS: How will you modify your instructional plan?</b></p>	
<p>What did students NOT do that you expected them to be able to do to meet expectations/criteria?</p>	<p>What are the implications for teaching and learning? What worked? What did not work?</p>

*J. Falciani 2011* - adapted from the NSRF Collaborative Assessment protocol

## **Seeking Evidence Protocol**

(Steps 1 through 8 are modified from Standards in Practice Protocol, developed by Ruth Mitchell, The Education Trust, 1997)

**Step 1: Team gathers and greets. (5 minutes)**

Identified facilitator sets the tone that this session is about gathering evidence of standards implementation, assessment accuracy, and student learning.

**Step 2: Do the assignment or task. (5 minutes)**

Team members do the assignment as given to the students. (Option: For complex assignments, read through the tasks and reflect on what students might do.)

**Step 3: Seek evidence of standards integration. (10 minutes)**

Team clarifies the demands of the assignment or task, naming the knowledge, reasoning, skills, and product targets. Identify and document the standards or parts of the standards addressed in the assignment or task and accommodating scoring guide or criteria. (Note: If no scoring guide is available, one must be created to proceed.)

**Step 4: Score the work. (20 minutes)**

Group scores the assignment using an efficient and useful scoring strategy such as “pile and label” or “post and pass.”

**Step 5: Seek evidence of student learning. (10 minutes)**

Graphically display the results of the scored work in a manner that helps clarify findings. Using scored documents, seek and record evidence to the following questions:

1. What does this student work tell us about what students know and can do?
2. What does this student work tell us about what students are still missing?
3. What indicators, in any, offer insight into student misconceptions and highlight potential intervention strategies?

**Step 6: Develop intervention strategies. (7 minutes)**

Using the results, write specific plans to address the following:

1. What needs to happen in our classrooms so that all students can achieve at high levels on this assessment?
2. What needs to happen within our team so that all students are achieving?

**Step 7: Revise or improve the assessment design as needed. (5 minutes)**

With evidence of student learning in hand, revisit the standard, assessment, and scoring guide. Address the following:

1. Was the assignment well designed to help students demonstrate knowledge and exercise required skills?
2. Modify the assessment or scoring guide as needed.

**Step 8: Reflect on the experience. (3 minutes)**

Group discusses the process: Was the process successful? What did we learn? What should we do to make the next session successful?

## Sample Protocol for Reviewing Results of Common Assessments

Below is a suggested sequence that teams can use to review the results of common formative assessments. The review session can be structured to take place in 30 to 60 minutes. It is recommended that teams appoint a facilitator, a timekeeper, and a recorder for this process.

**Step 1. Review standards being assessed in this common formative assessment and the agreed-upon level of proficiency expected for students.**

**Step 2. Organize the evidence (determine how the team will score the work).**

**Note:** If this is a multiple choice test, be sure to provide the test plan that indicates which standards are being assessed by each question.

**Step 3. Score the work.**

This can be done several ways. Assessments can be scored entirely during the team meeting (if time allows), or members can bring representative assessments. However, your team's ultimate goal is to make sure that all students' work is examined to ensure that they are attaining the skills and concepts targeted within the instruction. It is recommended that members score work from classes other than their own. For assessments that are more subjective, utilize rubrics and anchor papers to build consistency in scoring across the team.

If the team is reviewing a multiple choice test or other selected response measure, members will examine the data while referencing the questions.

**Step 4. Look at patterns that emerge (group discussion).**

- What concepts seem to have been well established? Not well established?
- Are we seeing some common errors? Misunderstandings? A common group of students? (List students who didn't demonstrate proficiency of key concepts or skills.)

**Step 5. Discuss implications for adjusted instruction.**

- Did we actually teach what we intended?
- Are our resource materials actually aligned to our targeted learning outcomes?
- What concepts or skills need to be re-taught to the whole class?

**Step 6. Discuss implications for interventions.**

- Which students have not achieved proficiency?
- What short-term interventions need to be provided to ensure that all students are proficient in the targeted skills and concepts?
- How will these interventions be delivered? When? By whom?
- What evidence will be gathered throughout the intervention to monitor student learning?

**Step 7. Discuss implications for adjusted assessment.**

- Did the assessment measure what we wanted to measure?
- Do we have agreement and consistency in scoring this measure?
- Are additional questions required to effectively measure these skills or concepts?

**Step 8. Make a plan for action.**

- Before leaving the meeting, the team develops a specific plan for what happens next. The plan includes specific actions, the person responsible, and the focus of the next meeting.

# Team Check for Common Formative Assessments

Not yet 1	Refining/ developing 2	Established practice 3	Indicators	Next Steps
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. Our team has reached agreement on the value of common formative assessments and how we will use of data.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. Our team has identified the power standards/essential learning targets, and determined when they will be taught across the year.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. Our team has unwrapped the standards in order to get up front agreement on the specific skills and concepts we're trying to teach.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. Our team has a process for determining the quality of work/level of mastery our students should have, and sets goals based on our greatest area of need in student learning.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	5. Our common formative assessments are designed to monitor student understanding on just a few key learning targets at a time.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6. Our common formative assessments contain an appropriate number of items (4-5 per power standard) to effectively assess learning.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7. Our team administers common formative assessments on a frequent basis in order to closely monitor and support student attainment of critical skills and concepts.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8. Our team has a process to analyze the results of our common formative assessments in a timely fashion.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9. Our team acts upon the results of our common formative assessments in order to improve student learning.	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10. Our team engages students in the assessment process and provides meaningful feedback in a timely fashion.	

<b>Task Deconstruction</b>		
<b>Item #</b>	<b>Knowledge</b>	<b>Skills</b>

<b>Instructional Strategies</b>		
<b>Agreed Upon Instructional Strategies</b>	<b>How it will help all students</b>	<b>Implementation</b>