Wachusett PS May 8 2017

 HOW DO WE KNOW??

AGENDA

I. The Purpose of Assessment

II. The Questions We Ask

III. Three Questioning Models

1. Integrative
2. Numbered Heads Together
3. Speed Dating

IV. Assessment Lightning Round (Time Permitting)

V. Assessment Carousel

VI. Impatient Problem Solving

VII. Working on Your Assessments

All workshop materials located at <http://mattersofeducation.org/workshop_materials/wachusett/>

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1. The Purpose of Assessment

Ice Breaker-Gallery Walk

Alternative: Poll Everywhere

 DEBRABLOCK627 to 37607 or 7474443548

II. The Questions We Ask

A. *How did we get here*?

1. What was my objective (short term)?
2. What were my long term goals?
3. What might one conclude about me as a teacher based on this question?

B. Now it’s YOUR turn. (Learning Strategy: Pair-Share)

1. Identify a question that you ask frequently in your role as an educator
2. Share it with a partner.
3. As you do so, please consider
4. your short term objectives
5. your long term goals
6. what someone might conclude about you as an educator based on this question

Please be prepared to share your partner’s question with the group

III. Three Questioning Models

1. Integrative Questioning Model

|  |  |
| --- | --- |
| **TEXT DEPENDENT**Question can be answered using everything ‘in front of you’—the book, the problem, the experiment… | **TEXT EXTENDER**One hand on the text, the other reaching out |
| **ANALYTIC**Brings together several pieces—but posed BY THE TEACHER… | **CREATIVE**Also brings together several pieces, but generated BY THE STUDENT and demonstrates internalization of the concepts/ideas taught |

KEY POINTS:

· Not necessarily a progression

· Often dependent on one another

· Big Goal: Student Interaction, Cooperative Learning, Checks for Understanding

1. Models: MA Pop Graph

**Text Dependent:** How many more electors did MA have in 1800 than it did in 1900? 2000?

**Text Extender**:

1. In what election did Massachusetts have its greatest influence in electing a president?
2. In terms of raw numbers, how much did the US population grow between 1800 and 1820?

**Analytic**: What is the impact within Massachusetts of its diminished role in the Electoral College?

**Creative**: Using this graph as evidence, argue for or against the elimination of the Electoral College as the way to elect the President.

1. Practice: Public Transportation Comparison (other options provided)

 <http://visual.ly/cad-logic-public-transportation-comparison>

B. Numbered Heads Together is a [cooperative learning](https://www.teachervision.com/pro-dev/cooperative-learning/48531.html) strategy that holds each student accountable for learning the material.

1. Students are placed in groups and each person is given a number (from one to the maximum number in each group).
2. The teacher poses a question and students "put their heads together" to figure out the answer. Alternatively, the students may write the questions as well.
3. The teacher calls a specific number to respond as spokesperson for the group.
4. By having students work together in a group, this strategy ensures that each member knows the answer to problems or questions asked by the teacher.
5. Because no one knows which number will be called, all team members must be prepared.

This strategy is particularly effective when the content has been jigsawed and the students have owner their learning and have the opportunity to share with others.

C. Speed Dating

This strategy works well when you have jigsawed content and students are responsible for knowing material. It is a great formative assessment and is a wonderful way for students to self-assess what they know and *what they still need to learn*. It may serve as a review for an exam or unit of study.

Set the room up in a circle with the desks in an inner and outer circle.

Only one of the two circles will need to rotate.

It is up to you whether or not you place the students or they get to select their seats. Even if the students ‘choose’ their original partner, they will work with other students, so it provides the illusion of choice with educator control.

You may determine the length of each round and how many rounds you wish to have.

For the first round, have students prepare their information and be sure they are able to answer questions on their area of ‘expertise’. Have them think about questions they might want to ask as they go on their ‘dates’.

Before the first round, have them work with a partner on what are the ground rules for good conversations. Share those conversations out with the full group and post on an Anchor Chart.

It might be a good idea to generate/post some Sentence Frames/Starters as well to help them formulate their questions.

Also let them know that the exit ticket will be a reflection on the quality of the conversations they had, responding to prompts such as:

* How was your experiences as both a questioner and a responder?
* Were you able to extend your partner’s conversation?
* Describe the best conversation you had and what made it so good.

Each round should be the same length and each partner should try to ask and answer the same number of questions.

Possible questions for your ‘dating experience’

Take a few minutes to consider your response and then we will begin Round #1:

* What do you still need to teach between now and the end of the year?
* What do your students struggle with every year?
* What do you look forward to teaching each year?
* Other questions????????

IV. Assessment Lightning Round (Time Permitting)

V. Assessment Carousel

Session #1

Elementary: Take Me Out to The Ball Game <http://mattersofeducation.org/wp-content/uploads/Taking-your-friends-to-Fenway-Park.pdf>

Secondary Math/Science: Pop Quiz (handout)

Secondary Humanities: Smart Phone Literature Project <https://betterlesson.com/user/329122/60574/155760/dr-elizabeth-watts-bromery/curriculum>

Secondary Humanities: The Sun Never Sets (Handout)

Session #2

World Language: Pass the Baton (handout)

Elementary: Take Me Out to The Ball Game <http://mattersofeducation.org/wp-content/uploads/Taking-your-friends-to-Fenway-Park.pdf>

Secondary Math/Science: Pop Quiz (handout)

Session #3

World Language: Pass the Baton (handout)

Secondary Math/Science: Pop Quiz (handout)

Secondary Humanities: Smart Phone Literature Project <https://betterlesson.com/user/329122/60574/155760/dr-elizabeth-watts-bromery/curriculum>

Secondary Humanities: The Sun Never Sets (Handout)

Your group will look at one of the assessments above. Please plan to share the strengths and weaknesses of the assessment with the larger group. As you look at your assessment, please consider the following as you do:

1. What data about the student do you get from this assessment?

2. What was the purpose of the assessment?

3. How would have prepared the student for this assessment?

4. What type of assessment is it?

5. Will the result of the assessment have any impact on the next class with this student? If so, how? Why?

6. Do you give your students assessments like this? Why or why not?

7. Would you have enjoyed completing this assessment?

8. Would you have done well on this assessment?

9. Does it matter that you do not teach this subject area for you to understand the value of this as an assessment tool?

VI:“ImPatient Problem Solving”: Dan Meyer

Watch the Following Ted Talk, <https://www.youtube.com/watch?v=NWUFjb8w9Ps>

* What Were Some of the Important Questions/Points You Heard
* Write Them Down
* Be Prepared to Participate in *A Final Word* Discussion

1. Assign reading. Ask students to highlight two to three items in their reading that were most interesting or thought-provoking. This can be assigned as work outside of class.

2. Formulate groups. All people within each group should have read the same article or section.

3. In turn, each individual shares one of the items they highlighted, but does not comment on it. When sharing their item, it is helpful to give page, column, and paragraph info so the item can be quickly found by everyone in the group. To share the item once people have found it, simply read it.

4. Starting to the left of the person who shares the item, group members comment, one at a time, in round-robin order about the item. It is important that there is no cross talk.

5. The person who initially shared the item then shares his/her thinking about the item last, getting the final word.

6. Repeat the pattern so that each group member gets an opportunity to initiate an item from their highlighted list.

What is interesting about the Final Word process is that the person who initiates the item may have a completely different perspective about it once others have all commented on it.

This process is excellent for helping people see others’ perspective, developing listening skills (**no cross-talk**), and challenging assumptions.

*What Might Patient Problem Solving Look Like In Your Classroom?*

VII. Your Turn

Using an assessment you brought, please share with a partner. What are its strengths? What are some places you might make changes? Think about where we began our session. What questions might you want to add to your repertoire as an educator?

A Few Other Favorite Assessments:

**K-2**:

Building Perspective, <http://mattersofeducation.org/materials_k-2/building-perspective/>

Grade 1 Math, <http://betterlesson.com/lesson/554038/subtraction-fluency-and-vocabulary-assessment>

Fractured Fairy Tales <https://betterlesson.com/user/326768/60498/137911/dr-miranti-murphy/curriculum>

**3-5**:

Fighting Against Slavery, http://mattersofeducation.org/materials\_3-5/fighting-against-slavery/

Population and Electoral Power, http://mattersofeducation.org/materials\_3-5/population-and-electoral-power/

**Secondary**:

Math: <http://cc.betterlesson.com/lesson/434953/fitness-center-question>

Humanities:

Electoral College, http://mattersofeducation.org/materials\_6-8/making-sense-of-the-electoral-college/

Political Cartoons,

<http://mattersofeducation.org/materials_6-8/no-joke-the-value-of-political-cartoons/>

A Visual Quiz, <http://betterlesson.com/lesson/527003/who-s-who-in-padua-a-visual-quiz-for-acts-1-2-of-the-taming-of-the-shrew>

Yes And/Yes But (a way to construct an argument)

<http://betterlesson.com/lesson/534429/yes-and-and-yes-but-using-improvisation-to-construct-argument-in-the-taming-of-the-shrew-act-4>

Scar Maps and Informational Text (letter from the Birmingham Jail)

<http://betterlesson.com/lesson/521523/scar-maps-teaching-students-the-empathetic-imagination>

<http://betterlesson.com/lesson/505120/becoming-experts-on-mlk-s-letter-from-birmingham-jail>

The One Sentence Project and Macbeth, <http://betterlesson.com/lesson/566373/what-s-your-sentence-tomorrow-and-tomorrow-and-tomorrow-introducing-macbeth-by-william-shakespeare>

CTE: <http://www.proprofs.com/quiz-school/story.php?title=cosmetology-state-board-practice-exam>

(link)

<http://cte.sfasu.edu/wp-content/uploads/2013/07/Hospitality-and-Tourism-Culinary-Arts-Math-Assessment-Problems.pdf>