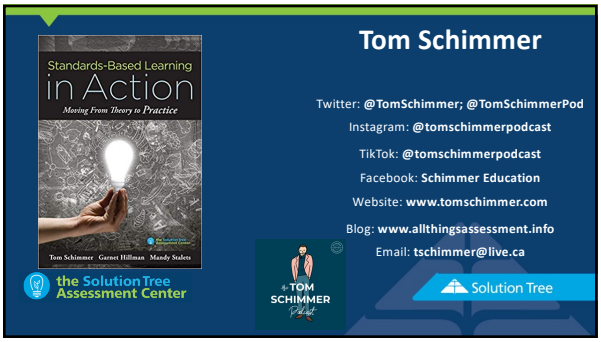
Tom Schimmer
Twitter: @TomSchimmer; @TomSchimmerPod
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Facebook: Schimmer Education
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Standards-Based Learning in Action
Moving From Theory to Practice
Tom Schimmer Garnet Hillman Mandy Stalets
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1


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2


Grading Based on Standards
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3


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MAGIC BAKING POWDER
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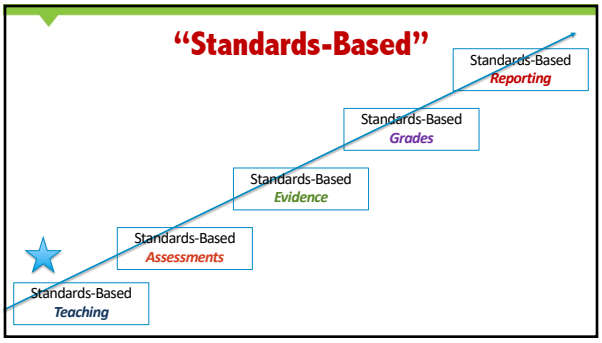
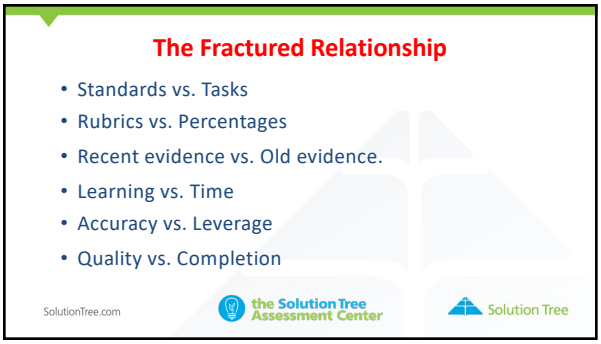

"Standards-Based"
Standards-Based Reporting
Standards-Based Grades
Standards-Based Evidence
Standards-Based Assessments
Standards-Based Teaching

8


The Fractured Relationship
• Standards vs. Tasks
• Rubrics vs. Percentages
• Recent evidence vs. Old evidence.
• Learning vs. Time
• Accuracy vs. Leverage
• Quality vs. Completion
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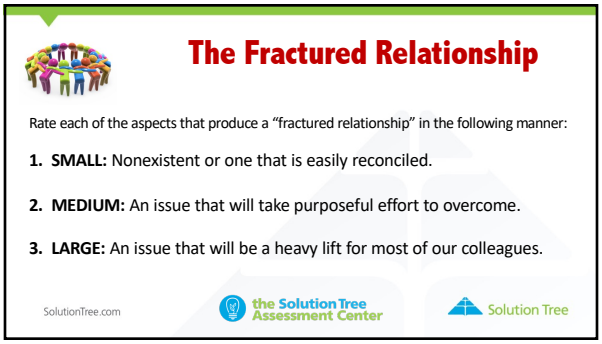
The Fractured Relationship
Rate each of the aspects that produce a "fractured relationship" in the following manner:
1. SMALL: Nonexistent or one that is easily reconciled.
2. MEDIUM: An issue that will take purposeful effort to overcome.
3. LARGE: An issue that will be a heavy lift for most of our colleagues.
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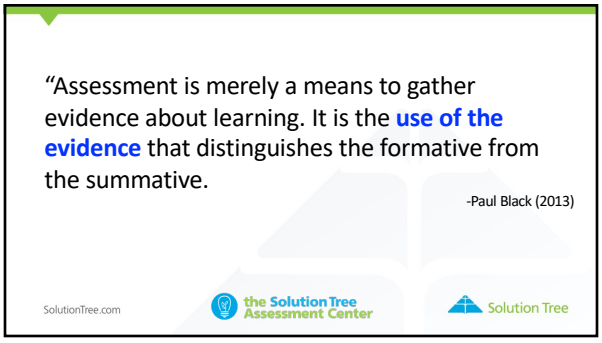
11


"Assessment is merely a means to gather evidence about learning. It is the use of the evidence that distinguishes the formative from the summative.
-Paul Black (2013)
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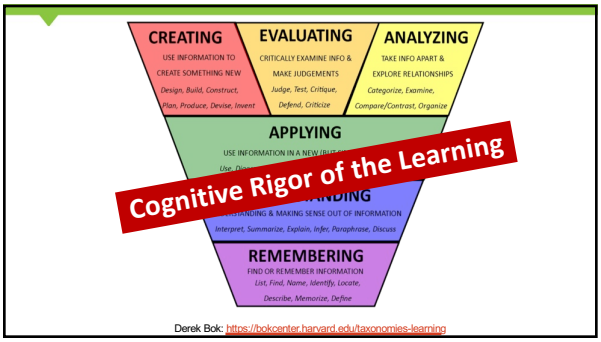


13

## Webb's Depth of Knowledge Framework

Webb, Alt, Ely, & Vesperman (2005)

- **DOK 1**: Recall of a fact, term, concept, or procedure: basic comprehension
- **DOK 2**: Application of concepts and/or procedures involving [illegible] processing
- **DOK 3**: Applicati[illegible] reasoning, and/or more co[illegible]
- **DOK 4**: Extended analysis or investigation that requires synthesis and analysis across multiple contexts and nonroutine problems and applications

Depth of Thinking of the Learner

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## "Analyze"

*examine methodically and in detail the constitution or structure of (something, especially information), typically for purposes of explanation and interpretation.*

- **DOK 1**: Retrieve information, identify patterns, or determine the location.
- **DOK 2**: Sort, classify, organize, choose, etc.
- **DOK 3**: Compare, infer, interpret, draw conclusions, generalize trends, etc.
- **DOK 4**: Variety of sources & formats; abstract thematic generalizations;

15

Evaluate the effectiveness of oral, print and other media texts, considering the believability of plot and setting, the credibility of characters, and the development and resolution of conflict.

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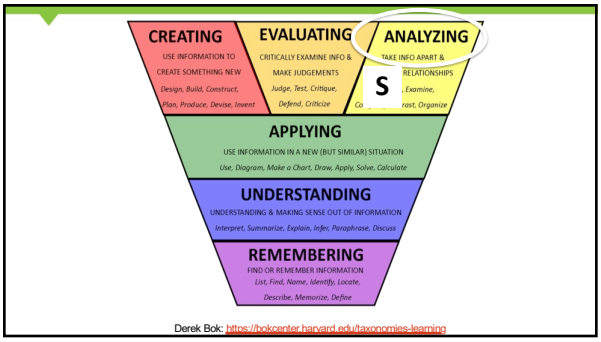


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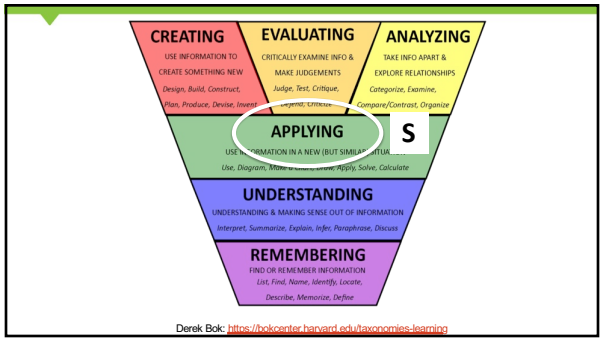


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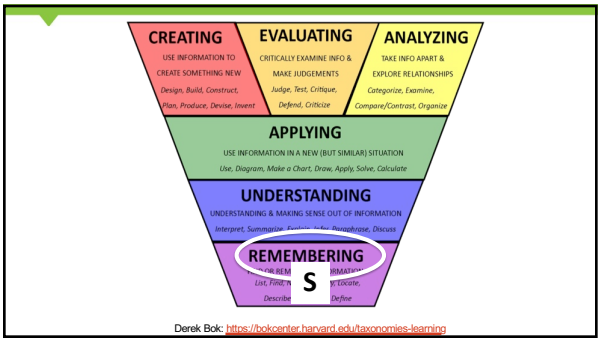


19

"Assessment methods are not interchangeable. To ensure accurate assessment results, the overriding criterion for selection of method is consideration of the type of learning targets to be assessed: Some assessment methods are better matches for certain types of learning targets than others."

—Chappuis & Stiggins (2019)

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20

## Assessment Methods

- **PERFORMANCE ASSESSMENT:** Any demonstration that attempts to emulate the authentic context within which the knowledge or skill is meant to be applied; can often (not always) be a demonstration that must be seen or heard to be assessed.
- **CONSTRUCTED RESPONSE:** Learners must develop an answer that shows evidence of thinking and provides a thorough explanation or demonstration of their understanding of the learning goal.
- **SELECTED RESPONSE:** Learners select correct answer from a finite list of possibilities (E.g. multiple choice, matching, true-false).

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# Learning Progressions

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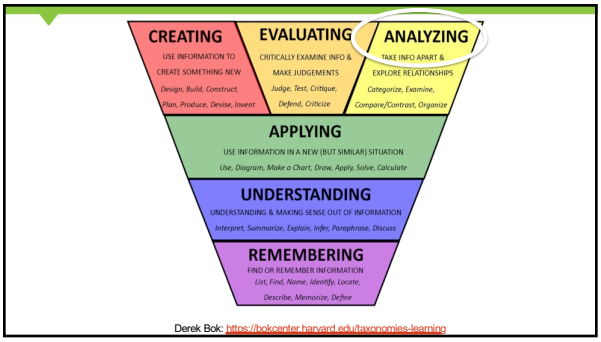
22




23

"A **learning progression** is a model of successfully more sophisticated ways of thinking about a topic typically demonstrated by children as they learn, from naïve to expert."

—National Research Council (2007)

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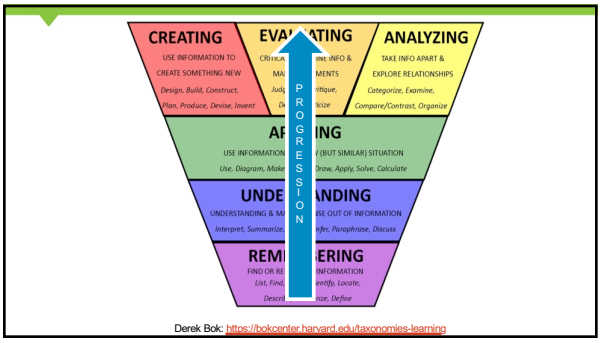


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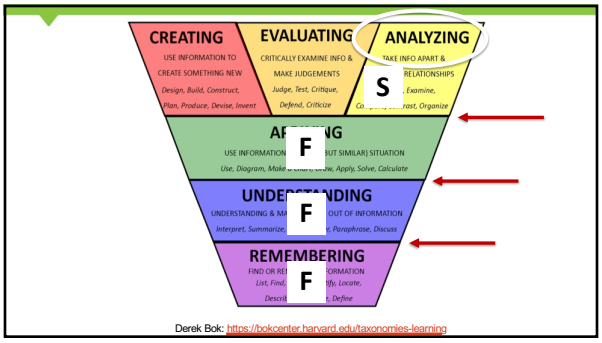


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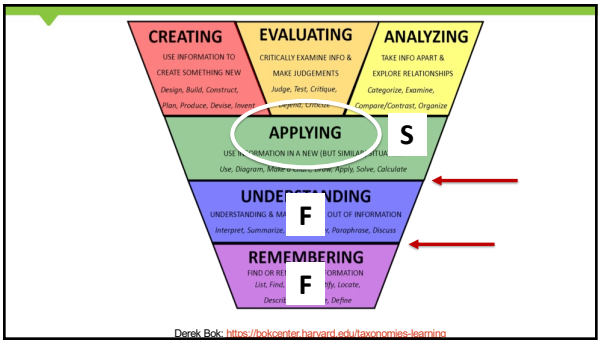


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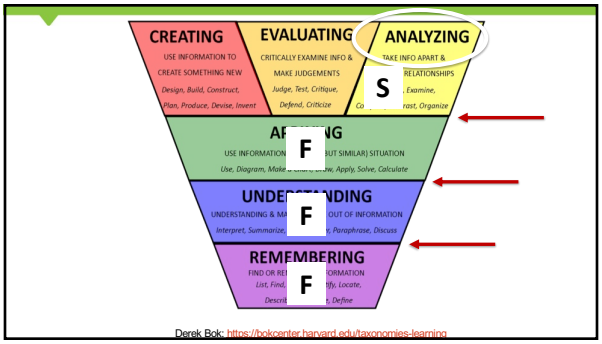


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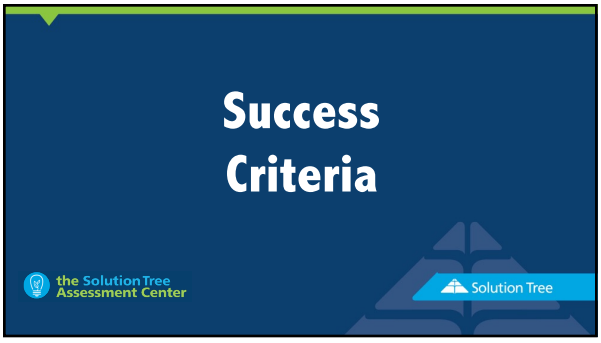


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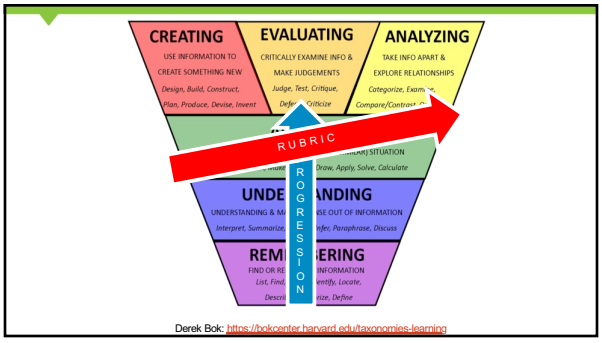


30

## Task-Neutral Criteria

If I assess the same standard(s), but change the task, can I use the same rubric?

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31

"The biggest mistake teachers make when they use rubrics with performance assessment is that they focus on the task, the product, and not the learning outcome or proficiency the task is supposed to get students to demonstrate."

-Susan Brookhart, p.15
How to Create and Use Rubrics for Formative Assessment

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32

### Analytic Rubric for the Practice of Analyzing and Interpreting Data

| | Initiating | Developing | Achieving | Advancing |
|---|---|---|---|---|
| **Gathering Data** | Rarely gathers an appropriate amount of evidence | Sometimes gathers an appropriate amount of evidence | Usually gathers an appropriate amount of evidence | Consistently gathers an appropriate amount of evidence |
| **Organizing and Presenting Data** | Displays significant omissions or inaccuracies that interfere with the overall understanding of what is presented | Often displays omissions or inaccuracies that interfere with the overall understanding of what is presented | At times, displays some minor omissions or inaccuracies, but nothing that interferes with overall understanding | Consistently displays well-organized data, presented in a logical way that makes it easy to understand |
| **Making Sense of Data** | Recognizes only the most straightforward patterns and big ideas | Recognizes some patterns and a few big ideas | Recognizes important patterns and the crucial big ideas | Recognizes insightful patterns and the inconspicuous big ideas |
| **Evaluating the Quality of the Data** | Knows that critiquing the quality of evidence is important, but rarely does it with any kind of precision; challenged to recognize why evidence lacks credibility | Understands the importance of critiquing the quality of evidence, but only does it under the most obvious circumstances; explains why evidence lacks credibility when it's glaring | Critiques the quality of evidence to ensure accuracy, relevance, and validity; often explains why evidence lacks credibility | Critiques the quality of evidence to ensure accuracy, relevance, and validity; thoroughly and consistently explains why evidence lacks credibility |
| **Deriving Meaning From the Data** | Draws only the most obvious and overly simplistic conclusions; some inaccurate | Draws somewhat accurate, but often vague, inferences and conclusions | Draws accurate, but sometimes narrowly focused inferences and conclusions | Draws accurate and comprehensive inferences and conclusions |
| **Making Data-Based Decisions or Solutions** | Rarely justifies decisions or solutions with accurate and relevant information; identifies few new insights and ignores the limits of most other possible decisions or outcomes | Sometimes justifies decisions or solutions with accurate and relevant information; identifies narrow insights and superficially acknowledges the limits of most other possible outcomes | Often justifies decisions or solutions with accurate and relevant information; explains new insights and recognizes the limits of most other possible decisions or outcomes | Consistently justifies decisions or solutions with accurate and relevant information; thoroughly explains new insights and recognizes the limits of all other possible decisions or outcomes |

33

## Clarity

(Mislevy, Steinberg, & Almond, 2003)

- We must be clear on both the content and the cognitive processes that are being assessed.
- What performances will reveal a level of proficiency with that content and/or cognitive processes.
- What tasks will most likely lead to those performances.

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34

### Analytic Rubric for the Practice of Analyzing and Interpreting Data

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35

## Thank You!

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36