

Short-Term Problem of Practice (Example)



Name: Savvy Educator _____

District: Michville Public Schools _____ **School:** Wolverine Elementary School _____

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POP Title: Determining where students are so we can meet them there instructionally _____

Describe your short-term POP (June – December 2020): As students return to schooling for next school year, teachers will be unsure what students learned after instruction became virtual. What do they know and what are they able to do? where are they instructionally, and how can teachers quickly determine this? And most importantly, how can they design instruction that moves student learning forward from what will almost certainly be several different points for different groups of students?

What is needed is some type of reliable but easy-to-use summative assessment combined with improved teacher skill in checking for student understanding, initially serving to assist teachers to verify the results of the summative assessment and then moving into helping teachers to check for student understanding as instruction resumes, whether in-person or virtually.

Describe how you plan to address the short-term problem of practice: A representative group of teachers from Michville will be asked this summer to review the [Michigan Content Standards](#) for all grades K-5. Working in small teams, teachers will select up to 15 key skills per grade level that they believe are most essential outcomes at the end of each grade. Then, the teachers will identify available assessment measures for each outcome. Sources might include their own tests, resources from the state, or low-cost commercial sources such as those produced to support [common standards](#). Teachers would be determining alignment of the measure to MI Standards. Finally, these teachers will develop two to five questions that could be used to probe student understanding of the skills after the tests have been used as well as in subsequent instruction. After the assessments and questions are provided to teachers throughout the district, they will plan to hold conferences with students either one-on-one or in small groups. The conferences can take place in-person or virtually.

Describe the assessment strategies and tools needed to address the short-term POP:

As noted, a group of teachers from the district will assemble short summative tests from available test items measuring the key skills in mathematics and reading for each grade from kindergarten through grade 5. Teachers will select 1-2 items for each key skill (more in mathematics, fewer in reading) and put together a test in each discipline for each grade. These tests will be administered to students within the first week they return to school.

In addition, the district group of teachers will suggest questions for probing student understanding of the key skills measured by the summative tests and the teachers in each school may add to the questions as needed. They will be instructed to use these questions with students in order to affirm their mastery/non-mastery of the skills, as well as in later instruction.

Describe assessment literacy and understanding (knowledge, performance, and/or dispositions) needed to address the short-term POP: Educators will need to understand the characteristics of high-quality summative assessments (e.g., content alignment, clarity, readability, suitability) as well as the characteristics of high quality questioning strategies (i.e., alignment, DOK, effective probes for understanding, etc.), student conferencing, and strategies to gather evidence of student understanding to inform subsequent instruction.

Send submit form to assistant@michiganassessmentconsortium.org no later than **Friday, June 12, 2020**.

Questions? Please call the MAC at (517) 816-4520.

