



**General
Education
Leadership
Network**

Learning Map

Prioritizing and Assessing
Standards to Accelerate Student
Learning

title	Prioritizing and Assessing Standards to Accelerate Student Learning
roadmap alignment	How to assess every student in grades preK-12 during the first few weeks of school, using a screener, diagnostic, or formative assessments that can be given online or conducted virtually, to understand where students are academically and inform instructional decisions for teachers, students, and families (p.17) <i>Even though the 'Back to School Roadmap' suggests testing all students in every grade preK-12 in the first few weeks of school, this module suggests a different, far more effective strategy to determine where students are as teachers start the new school year addressing current priority content standards</i>
creator & email	Michigan Assessment Consortium assisstant@michiganassessmentconsortium.org
intended audience	K-12 Educators/Administrators
summary	This module will set the state stage for creating a set of prioritized standards that can be used to develop instructionally embedded assessment to accelerate student learning during the upcoming school year.
learning outcomes	Participants will explore the why, what and how of priority standards with the intention of focusing student instruction and determining aligned assessments to gather evidence for use in moving student learning forward.
time to complete	6 hours (more if you engage in the process of prioritizing and deconstructing standards)
materials required	Articles, videos, handouts
last updated	August 2020

Learning Map

Facilitation: *This column provides an agenda outline for the module that includes bulleted facilitator moves.*

Resources: *The following are resources needed to engage in this learning map*

engage

(1 hour)

Listen to and read several perspectives of how to return to school this fall in a more meaningful and productive way.

- Step 1: Listen to the video clip and discuss the three key points the speaker makes about priorities when returning to the classroom this fall, regardless if it is face-to-face, virtual, or a hybrid model. What might you agree with? What might you aspire to implement?
- Step 2: Read the blog by Mark Chubb—How Not to Start Math Class in the Fall.
- Step 3: Have participants Complete the Shape Reflection Sheet individually.
- Step 4: Share their thinking with a partner.
- Step 5: Synthesize all responses.

Video: [Opening Statement](#) (9:47)

Brief overview of the module purpose, content and outcomes.

Video Clip:

Interview with Kathy Berry—

A Discipline Perspective About Assessment Practice that Promotes Learning in the 2020-2021 School Year. (18:03)

- Video: <https://tinyurl.com/yyld7qko>
- Summary Handout: <https://tinyurl.com/y55vrduy>

Blog Post:

How Not to Start Math Class in the Fall—2020
by Mark Chubb

Even though this article is written by and for mathematics teachers...the author's advice applies to every content area, every grade level, and every classroom in every district.

<https://tinyurl.com/y5q5z3ym>

Shape Reflection Handout:

<https://tinyurl.com/y6od8o8t>

explore

(2 hours)

In this section we will introduce the concept of determining priority standards and explain a process you might engage in.

- Step 1: Watch the video *The Why, What and How of Prioritizing Standards* and the video reflection of a school leader who has recently engaged her faculty in this process.

Video Clips:

Presentation by Ellen Vorenkamp: **The Why, What and How of Priority Standards** (1:04:14)

<https://tinyurl.com/yygbux5h>

Handouts Referenced in the Presentation Video

- Article: What do we mean by Power Standards by Dr. Angela Peery

- Step 2: Determine what of this information would work for your context and how it might need to be modified.
- Step 3: Read the article *Learning as We Go*.
- Step 4: Think, pair, share the key ideas and concepts within the article and make connections to the video and the video reflection
- Step 5: Determine if you are willing to take on the process, and if so, use the Facilitator Guide for prioritizing standards for a grade or subject.

- <https://tinyurl.com/y5oo6b37>
- T-Real Criteria Bookmark
<https://tinyurl.com/y2x9tshr>
- MI Career and College Readiness Standards
<https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>
- Achieve the Core Document
<https://achievethecore.org/>
- DOK Wheel
<https://tinyurl.com/y4rnumu8>
- Maverik Website
<https://maverikeducation.com/>
- Deconstructing/Unwrapping Template
<https://tinyurl.com/y3afgj2>

Interview with Donna Jakubik –
A District Perspective on the Value of Prioritizing Standards (21:32)

- Video: <https://tinyurl.com/y2zphe7t>
- Interview Summary Handout:
<https://tinyurl.com/y3ey764d>

Facilitation Guide for Prioritizing Standards at a District Level

<https://tinyurl.com/y555me4p>

Article:

Learning as We Go: Principles for Effective Assessment During the COVID-19 Pandemic,

by Robin Lake and Lynn Olson

https://www.crpe.org/sites/default/files/final_diagnostics_brief_2020.pdf

Interview with Ed Roeber –

A Systems Perspective: Assessment Practice to Accelerate Learning (15:48)

- Video: <https://tinyurl.com/y4szudxi>
- Interview Summary Handout:
<https://tinyurl.com/yycxe939>

explain

(2 hours)

Engage in direct instruction around the development of quality assessment based on priority standards.

- Step 1: Read the article *The Quest for Quality* and engage in a debriefing protocol such as

Article:

***The Quest for Quality* by Stephen Chappuis, Jan Chappuis, and Rick Stiggins**

<https://tinyurl.com/y4emojsy>

First Turn, Last Turn or the Four A's Text Protocol.

- Step 2: Watch the video of assessment expert Ed Roeber discussing how to assess students in an authentic, instructionally embedded way to determine strengths and opportunities to improve.

Sample Debriefing Protocols:

First Turn, Last Turn

<https://tinyurl.com/y373cky2>

Four A's Text Protocol

<https://tinyurl.com/y2gjpswm>

Video Clips:

A Presentation by Ed Roeber—**Embedding Performance Assessments in Instruction**

<https://tinyurl.com/yyhx63f6> (36:49)

Handouts Referenced in the Video

- MAC Learning Point: Performance Assessment—What is it and why is it useful?
<https://tinyurl.com/y9c6p3gq>
- 5 Key to Quality Classroom Assessment Graphic
<https://tinyurl.com/y3quubmx>
- Article: Re-Balancing Assessment by Hofman, Goodwin, and Kahl
<https://tinyurl.com/yy8mdsbt>
- Article: Reconceptualizing Alignment for NGSS Assessments
<https://tinyurl.com/y6sclpum>
- Performance Assessments: MAEIA Website
<https://maeia-artsednetwork.org/>
- OSCAR Classroom <https://mzdevinc.com/oscar-performance-assessment-tool/>

exercise

(1 hour)

- Step 1: Either in small group, pairs, or individually, reflect on the various instructionally embedded modes of assessment by engaging with the handout table. Follow the various links that will take you to websites with additional information and guidance.
- Step 2: Stop occasionally and dialogue on how this assessment mode might be used within your content and grade level.

Handout:

Instructionally Embedded Modes of Assessment Table

<https://tinyurl.com/y4qrz3u4>

elaborate

(.5 hours)

Extend your thinking by taking some additional steps.

- Step 1: Begin to think about next steps in the process and develop an action plan for implementation.
- Step 2: Engage in learning more about assessment strategies using resources available from the MAC and others.

MAC Developed Resources:

GELN Formative Assessment Process Learning Map

<https://tinyurl.com/y5ter9m6>

MAC Learning Points:

What are diagnostic assessments?

<https://tinyurl.com/yd69vt45>

What is gathering evidence of student understanding?

<https://tinyurl.com/y3dodv8k>

Achieve the Core:

2020-21— Priority Instructional Content in ELA/Literacy and Mathematics

<https://tinyurl.com/yxwszk2c>

evaluate

(.5 hours)

Apply knowledge, seek feedback and refine practice.

How will your school engage in a cycles of learning for reviewing and refining prioritized standards and assessment practices?

- Step 1: Read the article *Creating Effective Professional Learning Communities*.
- Step 2: Use the reflection questions to support the development a plan for refining prioritized standards and assessment practices.

Article:

[*Creating Effective Professional Learning Communities*](#) by Andrew Miller

Reflection Questions:

After reading the article and reflecting on the processes introduced in this module, how might your school:

- Ensure that teachers have time dedicated to cycles of learning?
- Determine the action steps needed to support the ongoing review of your prioritized standards?
- Employ a process for refining assessment practices?
- Evaluate the prioritized standards and assessment practices?
 - Did you select the correct standards to prioritize?
 - Are you collecting the student artifacts that provide evidence of success?
- Develop communication around any changes in prioritized standards and expectation for students?

extend

(Undetermined)

Connect and network with others who completed this learning map

- Step 1: Join online social media

Share and connect with others as you engage in the work.

[MAC Website](#) and [curated collection of resources](#)

[MAC Facebook Page](#)

[FAME Website](#)

sites.

- Step 2: Create your own network to share and reflect with one another.

[MAEIA Website](#)
[MAEIA Facebook](#)