



*Eliciting Evidence  
of Student Learning*

*IFAP Leadership  
Webinar #2*

OFFICE OF THE SUPERINTENDENT OF PUBLIC  
INSTRUCTION

**NANCY THOMAS PRICE,  
COMPREHENSIVE ASSESSMENT  
SYSTEM COORDINATOR**

This is where change happens...





# OVERVIEW

## A Balanced Assessment System

**Online assessments that measure progress toward readiness for college and careers**



### Digital Library

*Available Now*

Formative assessment resources and practices that teachers can use as needed throughout the year



### Interim Assessments

*Available Beginning Winter 2014-15*

Optional assessments that allow educators to check student progress and provide information to inform instruction during the year



### Summative Assessments

*Available Spring 2015*

Year-end assessments for grades 3-8 and 11 with a computer adaptive test and performance tasks in math and English

**Smarter Balanced gives educators information and tools to improve teaching and learning**



## Last Webinar

### Premise

A comprehensive assessment plan communicates clearly how assessment supports teaching and learning in your district

GOALS AND STUDENTS TO ACHIEVE



## Last Time We Met:

- Reasons for and benefits of a comprehensive assessment plan
- Sample plans from other districts
- Template for your own plan



# Pocatello/Chubbuck School District Comprehensive Assessment Plan

Figure 3.1 Traditional Assessment Pyramid

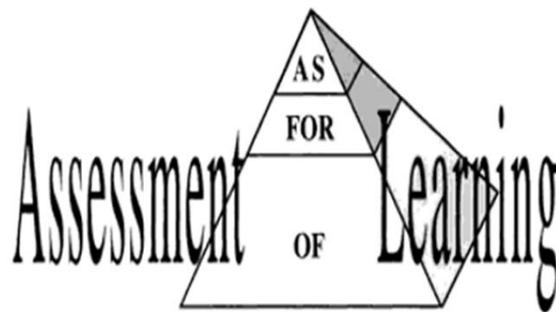
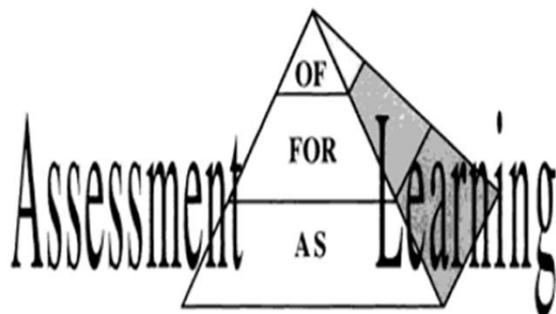


Figure 3.2 Reconfigured Assessment Pyramid



<http://etec.cltl.ubc.ca/510wiki/File:Picture 4.png>

<http://etec.cltl.ubc.ca/510wiki/images/6/66/Assessment As Learning.png>

Appendix A: Assessment for-, as-, of- Learning:

	Assessment <i>for</i> Learning	Assessment <i>as</i> Learning	assessment <i>of</i> Learning
Why Assess?	to enable teachers to determine next steps in advancing student learning	to guide and provide opportunities for each student to monitor and critically reflect on his or her learning and identify next steps	to certify or inform parents or others of student's proficiency in relation to curriculum learning outcomes
Assess What?	each student's progress and learning needs in relation to the curricular outcomes	each student's thinking about his or her learning, what strategies he or she uses to support or challenge that learning, and the mechanisms he or she uses to adjust and advance his or her learning	the extent to which students can apply the key concepts, knowledge, skills, and attitudes related to the curriculum outcomes
What Methods?	a range of methods in different modes that make students' skills and understanding visible	a range of methods in different modes that elicit students' learning and metacognitive processes	a range of methods in different modes that assess both product and process
Ensuring Quality	<ul style="list-style-type: none"> <li>accuracy and consistency of observations and interpretations of student learning</li> <li>clear, detailed learning expectations</li> <li>accurate, detailed notes for descriptive feedback to each student</li> </ul>	<ul style="list-style-type: none"> <li>accuracy and consistency of student's self-reflection, self-monitoring, and self-adjustment</li> <li>engagement of the student in considering and challenging his or her thinking</li> <li>students record their own learning</li> </ul>	<ul style="list-style-type: none"> <li>accuracy, consistency, and fairness of judgements based on high-quality information</li> <li>clear, detailed learning expectations</li> <li>fair and accurate summative reporting</li> </ul>
Using the Information	<ul style="list-style-type: none"> <li>provide each student with accurate descriptive feedback to further his or her learning</li> <li>differentiate instruction by continually checking where each student is in relation to the curricular outcomes</li> <li>provide parents or guardians with descriptive feedback about student learning and ideas for support</li> </ul>	<ul style="list-style-type: none"> <li>provide each student with accurate, descriptive feedback that will help him or her develop independent learning habits</li> <li>have each student focus on the task and his or her learning (not on getting the right answer)</li> <li>provide each student with ideas for adjusting, rethinking, and articulating his or her learning</li> <li>provide the conditions for the teacher and student to discuss alternatives</li> <li>students report about their learning</li> </ul>	<ul style="list-style-type: none"> <li>indicate each student's level of learning</li> <li>provide the foundation for discussions on placement or promotion</li> <li>report fair, accurate, and detailed information that can be used to decide the next steps in a student's learning</li> </ul>



# The Formative Assessment Insights Course: LEADERS LOOKOUT

## Module 1

- Clear conception of formative assessment
- Feedback loop
- *The Fundamentals of Learning*- active role of students to take responsibility for their own learning





# Formative Assessment Insights Course: LEADERS LOOKOUT

## Module 2 – Clarify Intended Learning

- Learning Goals
- Success Criteria
- Building Blocks- the learning continuum





# Formative Assessment Insights Course: LEADERS LOOKOUT Module 1

## Feedback Loop



ENTS TO ACHIEVE





## Premise

Teachers must ask for the same evidence in the classroom as is called for by the standards and therefore the assessment

GOALS AND STUDENTS TO ACHIEVE



## Eliciting Evidence.... the right evidence

SUPERINTENDENT OF PUBLIC INSTRUCTION SHERRI YBARRA

*SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE*



## Grade 4 Math Claim 3: Communicating Reasoning

Peter made the statement shown below.

"The number 32 is a multiple of 8. That means all of the factors of 8 are also factors of 32."

Is Peter's statement correct? In the space below, use numbers and words to explain why or why not.





## Grade 7 ELA Claim 2: Writing

### *Stimulus Text:*

Even on sunny days, the house seemed to sag like a sad, lonely man with drooped shoulders. Just a few flecks of yellow paint were left on it—reminders of a happier time, when children used to play in its yard.

### *Item Prompt:*

These sentences begin the description of a setting. Write a paragraph that develops this description and fits the mood and situation. Use vivid details about sights, sounds, smells, tastes, and/or feelings in your paragraph.





## Assessment Target Report

Statements of the evidence we need to see from students to verify the “Claim”

Elisabeth – 3<sup>rd</sup> grade, Wilder Elementary School

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Reading	
(Informational Text) KEY DETAILS: Use explicit details and implicit information from the text to support answers or inferences about information presented.	=
(Informational Text) CENTRAL IDEAS: Identify or summarize central ideas/ key events, or procedures and details that support them.	=
(Informational Text) WORD MEANINGS: Determine intended meanings of words, including domain-specific (tier 3) words and academic (tier 2) words with multiple meanings, based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary, glossary)	=
(Informational Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain how information is presented or connected within or across texts (author's point of view, ideas and supporting details, relationships)	=
(Informational Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify, integrate, or compare information within or across texts (e.g., cause effect, integrate information)	=
(Informational Text) TEXT STRUCTURES/ FEATURES: Relate knowledge of text structures or text features (e.g., graphics, bold text, headings) to obtain, interpret, or explain information	+
(Informational Text) LANGUAGE USE: Interpret use of language by distinguishing literal from nonliteral meanings of words and phrases used in context	+
(Literary Text) KEY DETAILS: Use explicit details and information from the text to support answers or basic inferences	-
(Literary Text) CENTRAL IDEAS: Identify or summarize central ideas, key events, or the sequence of events presented in a text	=
(Literary Text) WORD MEANINGS: Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of resources (e.g., beginning dictionary)	=
(Literary Text) REASONING & EVIDENCE: Use supporting evidence to interpret and explain inferences about character traits, motivations, feelings; point of view, author's lesson or message	=
(Literary Text) ANALYSIS WITHIN OR ACROSS TEXTS: Specify or compare relationships across texts (e.g., literary elements, problem solution, theme)	-
(Literary Text) TEXT STRUCTURES & FEATURES: Relate knowledge of text structures or text features (e.g., illustrations) to gain, interpret, explain, or connect information	*
(Literary Text) LANGUAGE USE: Interpret use of language by distinguishing literal from non-literal meanings of words and phrases used in context	=



# Mathematics:

Assessment targets are standards cluster headings

Assessment Targets come directly from the standards

# ELA/Literacy:

Assessment targets are anchor standards headings





## Premise #1

Teachers must ask for the same evidence in the classroom as is called for by the standards and therefore the assessment

*GOALS AND STUDENTS TO ACHIEVE*



# Grade 5, Math Summative Target Report Example 3

# Score Reports

## Class Performance on Each Target for the Mathematics Test

*What are my class's relative strengths and weaknesses in the Mathematics targets?*

**Test:** Smarter Summative Mathematics Grade 5

**Year:** 2014-2015

**Name:** Demo Class A

Legend: Strength and Weakness Indicator

- + Better than performance on the test as a whole
- = Similar to performance on the test as a whole
- Worse than performance on the test as a whole
- ✳ Insufficient Information

### Performance on Each Target

#### Smarter Summative Mathematics Grade 5 Test for Students in Demo Class A

Target	Performance
<b>Concepts &amp; Procedures</b>	
Understand the place-value system.	+
Perform operations with multi-digit whole numbers and with decimals to hundredths.	+
Use equivalent fractions as a strategy to add and subtract fractions.	=
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	-
Geometric measurement: understand concepts of volume and relate volume to multiplication and addition.	-
Write and interpret numerical expressions.	=
Analyze patterns and relationships.	+
Convert like measurement units within a given measurement system.	-
Represent and interpret data.	+
Graph points on a coordinate plane to solve real-world and mathematical problems.	=
Classify two-dimensional figures into categories based on their properties.	-
<b>Problem Solving and Modeling Data &amp; Analysis</b>	
Apply mathematics to solve well-posed problems arising in everyday life, society, and the workplace.	+
Select and use appropriate tools strategically.	=
Interpret results in the context of a situation.	-

### Comparison Scores

Name	Average Scale Score
State	2540 ±5
Demo District (001)	2536 ±5
Demo School (001-01)	2540 ±5
Demo Teacher	2450 ±5
Demo Class A	2550 ±5



# Implications for instruction

GOAL: Elicit in the classroom, the same evidence called for in the standards

Item Specifications Document –  
5<sup>th</sup> Grade, Target K,  
Geometry

<p><b>Claim 1:</b> Concepts and Procedures Students can explain and apply mathematical concepts and carry out mathematical procedures with precision and fluency.</p>	
<p>Content Domain: <b>Geometry</b></p>	
<p><b>Target K [a]:</b> Classify two-dimensional figures into categories based on their properties. (DOK 2)</p> <p>Tasks for this target ask students to classify two-dimensional figures based on a hierarchy. Technology-enhanced items may be used to construct a hierarchy, or tasks may ask the student to select all classifications that apply to a figure based on given information.</p>	
<p>Standards: 5.G.B, 5.G.B.3, 5.G.B.4</p>	<p><b>5.G.B Classify two-dimensional figures into categories based on their properties.</b></p> <p><b>5.G.B.3</b> Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.</i></p> <p><b>5.G.B.4</b> Classify two-dimensional figures in a hierarchy based on properties.</p>
<p>Related Below-Grade and Above-Grade Standards for Purposes of Planning for Vertical Scaling:  4.G.A, 4.G.A.2, 4.G.A.3  6.G.A, 6.G.A.1, 6.G.A.3, 6.G.A.4</p>	<p><b>Related Grade 4 Standards</b></p> <p><b>4.G.A Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</b></p> <p><b>4.G.A.2</b> Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p> <p><b>4.G.A.3</b> Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.</p> <p><b>Related Grade 6 Standards</b></p> <p><b>6.G.A Solve real-world and mathematical problems involving area, surface area, and volume.</b></p> <p><b>6.G.A.1</b> Find the area of right triangles, other triangles, special quadrilaterals, and polygons by composing into rectangles or decomposing into triangles and other shapes; apply these techniques in the context of solving real-world and mathematical problems.</p> <p><b>6.G.A.3</b> Draw polygons in the coordinate plane given the coordinates for the vertices; use coordinates to find the length of</p>

# Implications for instruction

GOAL: Elicit in the classroom, the same evidence called for in the standards

Item Specifications Document – 5<sup>th</sup> Grade, Target K  
Geometry

properties.	
Evidence Required:	1. The student classifies two-dimensional figures into categories and/or subcategories based on their properties.
Allowable Response Types:	Matching Tables
Allowable Stimulus Materials:	grid, two-dimensional figures, points, lines, line segments, angles
Construct-Relevant Vocabulary:	right, acute, obtuse, line segments, parallel, perpendicular, symmetrical, line of symmetry
Allowable Tools:	For some items rulers and/or protractors may be used.
Target-Specific Attributes:	Two-dimensional figures can have up to 10 sides.
Non-Targeted Constructs:	None
Accessibility Guidance:	<p>Item writers should consider the following Language and Visual Element/Design guidelines<sup>1</sup> when developing items.</p> <p>Language Key Considerations:</p> <ul style="list-style-type: none"> <li>• Use simple, clear, and easy-to-understand language needed to assess the construct or aid in the understanding of the context</li> <li>• Avoid sentences with multiple clauses</li> <li>• Use vocabulary that is at or below grade level</li> <li>• Avoid ambiguous or obscure words, idioms, jargon, unusual names and references</li> </ul> <p>Visual Elements/Design Key Considerations:</p> <ul style="list-style-type: none"> <li>• Include visual elements only if the graphic is needed to assess the construct or it aids in the understanding of the context</li> <li>• Use the simplest graphic possible with the greatest degree of contrast, and include clear, concise labels where necessary</li> <li>• Avoid crowding of details and graphics</li> </ul>



# Implications for instruction

GOAL: Elicit in the classroom, the same evidence called for in the standards

Item Specifications Document – 5<sup>th</sup> Grade, Target K Geometry

SUPERINTENDENT OF PUBLIC INSTRUCTION

## Task Model 1

**Response Type:**  
Matching Tables

## DOK Level 2

**5.G.B.3** Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. *For example, all rectangles have four right angles and squares are rectangles, so all squares have four right angles.*

## Evidence Required:

1. The student classifies two-dimensional figures into categories and/or subcategories based on their properties.

**Tools:** None

## Accessibility Note:

Either identify the polygons by name or by properties.

**Prompt Feature:** The student is prompted to classify two-dimensional figures into categories/subcategories based on their properties.

## Stimulus Guidelines:

- Two-dimensional figures can have up to 10 sides.
- Shapes may include rhombus, rectangle, square, kite, triangle, quadrilateral, parallelogram, pentagon, hexagon, trapezoid, circle, half circle, and quarter circle.
- Characteristics may include parallel or perpendicular sides, side length, angles (right, acute, obtuse), and polygon.
- Item difficulty can be adjusted via these example methods:
  - Student is presented with a descriptive attribute corresponding to the given polygon name with one polygon per answer choice.
  - Student is presented with a descriptive attribute corresponding to the given polygon name with two polygons per answer choice.
  - Student is not presented with a descriptive attribute corresponding to the given polygon name with one or two polygons per answer choice.

## TM1a

**Stimulus:** The student is presented with the name of a category/subcategory of shapes and one descriptive property of that category/subcategory.

**Example Stem:** All parallelograms have two pairs of opposite, parallel, equal-length sides.

Determine whether each polygon shown is also a parallelogram. Select Yes or No for each polygon.

	Yes	No
 Rectangle	<input type="checkbox"/>	<input type="checkbox"/>
 Trapezoid	<input type="checkbox"/>	<input type="checkbox"/>
 Rhombus	<input type="checkbox"/>	<input type="checkbox"/>

**Rubric:** (1 point) The student correctly identifies if the given polygon is a parallelogram for all answer choices (e.g., Y, N, Y).

# Implication for instruction

## Cognitive Rigor Matrix

Hess' Cognitive Rigor Matrix & Curricular Examples: Applying Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions – M-Sci

Revised Bloom's Taxonomy	Webb's DOK Level 1 Recall & Reproduction	Webb's DOK Level 2 Skills & Concepts	Webb's DOK Level 3 Strategic Thinking/ Reasoning	Webb's DOK Level 4 Extended Thinking
<b>Remember</b> Retrieve knowledge from long-term memory, recognize, recall, locate, identify	<ul style="list-style-type: none"> <li>Recall, observe, &amp; recognize facts, principles, properties</li> <li>Recall/ identify conversions among representations or numbers (e.g., customary and metric measures)</li> </ul>			
<b>Understand</b> Construct meaning, clarify, paraphrase, represent, translate, illustrate, give examples, classify, categorize, summarize, generalize, infer a logical conclusion (such as from examples given), predict, compare/contrast, match like ideas, explain, construct models	<ul style="list-style-type: none"> <li>Evaluate an expression</li> <li>Locate points on a grid or number on number line</li> <li>Solve a one-step problem</li> <li>Represent math relationships in words, pictures, or symbols</li> <li>Read, write, compare decimals in scientific notation</li> </ul>	<ul style="list-style-type: none"> <li>Specify and explain relationships (e.g., non-examples/examples; cause-effect)</li> <li>Make and record observations</li> <li>Explain steps followed</li> <li>Summarize results or concepts</li> <li>Make basic inferences or logical predictions from data/observations</li> <li>Use models /diagrams to represent or explain mathematical concepts</li> <li>Make and explain estimates</li> </ul>	<ul style="list-style-type: none"> <li>Use concepts to solve <u>non-routine</u> problems</li> <li>Explain, generalize, or connect ideas <u>using supporting evidence</u></li> <li>Make <u>and justify</u> conjectures</li> <li>Explain thinking when more than one <u>reasonable</u> possible</li> <li>Explain phenomena in terms of concepts</li> </ul>	<ul style="list-style-type: none"> <li>Relate mathematical or scientific concepts to other content areas, other domains, or other concepts</li> <li>Develop generalizations of the results obtained and the strategies used (from investigation or readings) and apply them to new problem situations</li> </ul>
<b>Apply</b> Carry out or use a procedure in a given situation; carry out (apply) to a familiar task, or use (apply) to an unfamiliar task	<ul style="list-style-type: none"> <li>Follow simple procedures (recipe-type directions)</li> <li>Calculate, measure, apply a rule (e.g., rounding)</li> <li>Apply algorithm or formula (e.g., area, perimeter)</li> <li>Solve linear equations</li> <li>Make conversions among representations or numbers, within and between customary and metric measures</li> </ul>	<ul style="list-style-type: none"> <li>Select a procedure according to criteria and perform it</li> <li>Solve routine problem applying multiple concepts or decision points</li> <li>Retrieve information from a table, graph, or figure and use it solve a problem requiring multiple steps</li> <li>Translate between tables, graphs, words, and symbolic notations (e.g., graph data from a table)</li> <li>Construct models given criteria</li> </ul>	<ul style="list-style-type: none"> <li>Design investigation for a specific purpose or research question</li> <li>Conduct a designed investigation</li> <li>Use concepts to solve non-routine problems</li> <li><u>Use &amp; show reasoning, planning, and evidence</u></li> <li>Translate between problem &amp; symbolic notation when not a direct translation</li> </ul>	<ul style="list-style-type: none"> <li>Select or devise approach among many alternatives to solve a problem</li> <li>Conduct a project that specifies a problem, identifies solution paths, solves the problem, and reports results</li> </ul>
<b>Analyze</b> Break into constituent parts, determine how parts relate, differentiate between relevant-irrelevant, distinguish, focus, select, organize, outline, find coherence, deconstruct	<ul style="list-style-type: none"> <li>Retrieve information from a table or graph to answer a question</li> <li>Identify which specific information is contained in graphic representations (e.g., table, graph, T-chart, diagram)</li> <li>Identify a pattern/trend</li> </ul>	<ul style="list-style-type: none"> <li>Categorize, classify materials, data, figures based on characteristics</li> <li>Organize or order data</li> <li>Compare/ contrast figures or data</li> <li>Select appropriate graph and organize &amp; display data</li> <li>Interpret data from a simple graph</li> <li>Extend a pattern</li> </ul>	<ul style="list-style-type: none"> <li>Compare information within or across data sets or texts</li> <li>Analyze and <u>draw conclusions from data, citing evidence</u></li> <li>Generalize a pattern</li> <li>Interpret data from complex graph</li> <li>Analyze similarities/differences between procedures or solutions</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple sources of evidence</li> <li>analyze complex/abstract themes</li> <li>Gather, analyze, and evaluate information</li> </ul>
<b>Evaluate</b> Make judgments based on criteria, check, detect inconsistencies or fallacies, judge, critique			<ul style="list-style-type: none"> <li><u>Cite evidence</u> and develop a logical <u>argument</u> for concepts or solutions</li> <li>Describe, compare, and contrast solution methods</li> <li><u>Verify reasonableness of results</u></li> </ul>	<ul style="list-style-type: none"> <li>Gather, analyze, &amp; evaluate information to draw conclusions</li> <li>Apply understanding in a novel way, provide argument or justification for the application</li> </ul>
<b>Create</b> Reorganize elements into new patterns/structures, generate, hypothesize, design, plan, construct, produce	<ul style="list-style-type: none"> <li>Brainstorm ideas, concepts, or perspectives related to a topic</li> </ul>	<ul style="list-style-type: none"> <li>Generate conjectures or hypotheses based on observations or prior knowledge and experience</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information within one data set, source, or text</li> <li>Formulate an original problem given a situation</li> <li>Develop a scientific/mathematical model for a complex situation</li> </ul>	<ul style="list-style-type: none"> <li>Synthesize information across multiple sources or texts</li> <li>Design a mathematical model to inform and solve a practical or abstract situation</li> </ul>





## Sources for Eliciting Evidence called for by the standards and assessment:

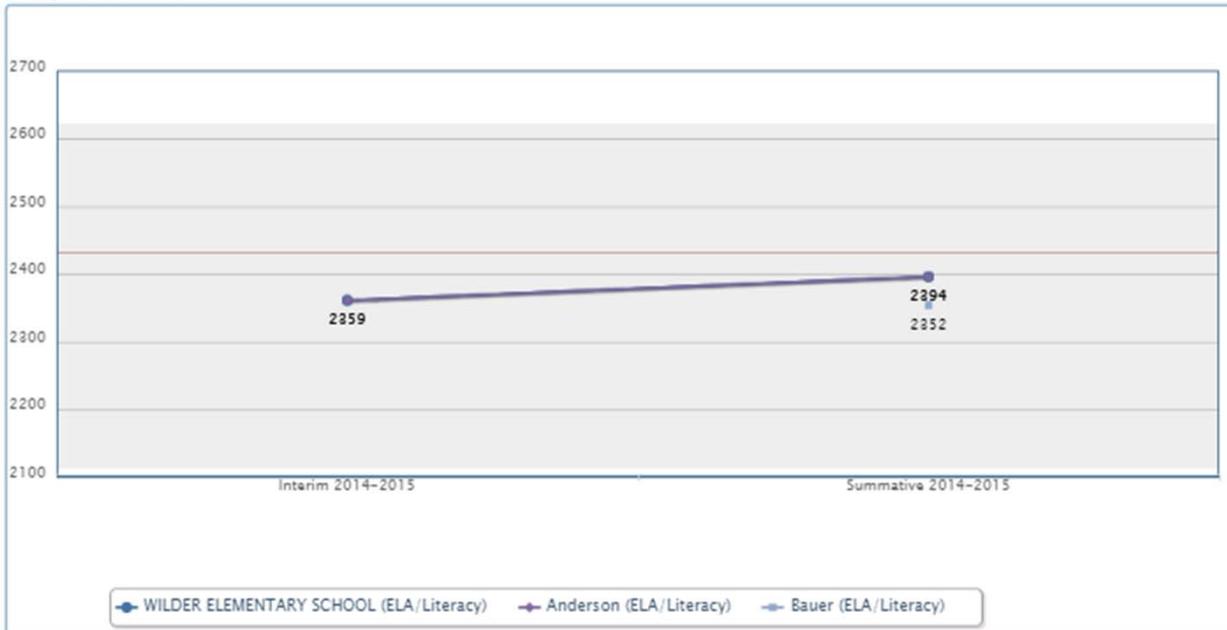
- Task models from the Item Specs
- Sample items (SDE website)
- Cognitive Rigor Matrix
- Interim assessments
- Digital Library



Subject: Smarter Summative ELA/Literacy  
Name: WILDER ELEMENTARY SCHOOL

Breakdown By: ALL Display: Summative + Interim Go

### Group Performance Over Time



### Choose Who to Graph

Name
<input type="checkbox"/> Idaho
<input type="checkbox"/> WILDER DISTRICT (133)
<input checked="" type="checkbox"/> WILDER ELEMENTARY SCHOOL (133_0452)
<input checked="" type="checkbox"/> Anderson
<input type="checkbox"/> Bauer

### Student Scale Scores on ELA/Literacy Test Over Time

Name	Dropped Students	Interim 2014-2015	Summative 2014-2015
WILDER ELEMENTARY SCHOOL (ELA/Literacy)	View	2359	2394
Anderson (ELA/Literacy)	View	2350	2394
Bauer (ELA/Literacy)	N/A	N/A	2352

# Trend Report in ORS

LEARNING STUDENTS TO ACHIEVE

# Implications for instruction

**GOAL: Elicit in the classroom, the same evidence called for in the standards**

There are 11 Assessment Targets contained in 5 Clusters

- Operations and Algebraic Thinking
- Number and Operations Base 10
- Number and Operations Fractions
- Measurement and Data
- Geometry

Grade 3	Grade 4	Grade 5
Operations and Algebraic Thinking	Operations and Algebraic Thinking	Operations and Algebraic Thinking
Numbers and Operations in Base 10	Numbers and Operations in Base 10	Numbers and Operations in Base 10
Fractions	Fractions	Fractions
Measurement and Data	Geometry	Geometry
Mathematics Performance Task <sup>1</sup>	Measurement and Data	Measurement and Data
	Mathematics Performance Task <sup>1</sup>	Mathematics Performance Task <sup>1</sup>



# Digital Library

The Formative Assessment Process in classrooms



## Attributes of Formative Assessment

- **2600+ Teacher submitted and peer reviewed resources**
- **Professional and instruction resources**
- **Exemplar**

# Digital Library [www.smarterbalancedlibrary.org](http://www.smarterbalancedlibrary.org)

Digital Library Resources   Resource Review   My Resources   Forums   Reports  

**Filters**

Subjects	Resource Type	Module Type
Grades	Intended End Users	Geographic Settings
Attributes of the Formative Assessment Process	Intended Student Populations	Common Core State Standards
Media Types	Educational Use	

**Applied Filters**

RESOURCE TYPE

Instructional Resource

1896 Resources:   Sort by: Highest Rated    Posted with Distinction Only  

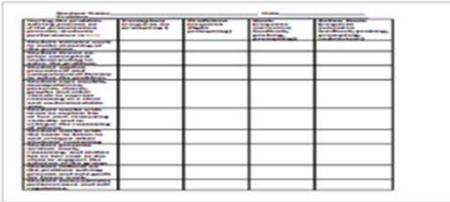
**Posted with Distinction** Hide

**Performance Task: Explanatory Essay: Greek Mythology in Today's World**



This resource is a Performance Task on its face. Students can use it as is in order to prepare for the SBAC performance task they will be

**Open Ended Problems that Link Concept and Procedure**



This resource covers all domains of K-5, but it could be used in older grades successfully. Students work in small groups of 2-4 with the

# Properties Of Quadrilaterals

INSTRUCTIONAL RESOURCE

Unfavorite

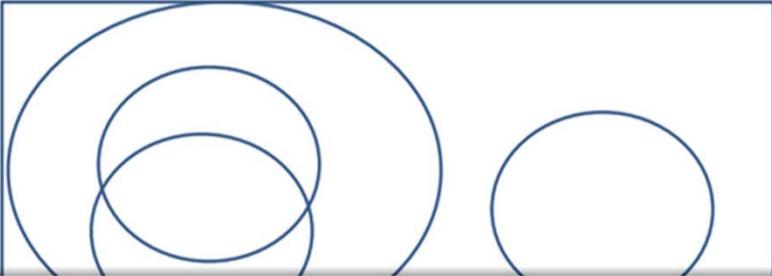
Author: [odellinger@chester.k12.sc.us](mailto:odellinger@chester.k12.sc.us) | Owner: [odellinger@chester.k12.sc.us](mailto:odellinger@chester.k12.sc.us)

Contributor: [Candice Dellinger](#)

Name \_\_\_\_\_ Date \_\_\_\_\_

5.G.B Classifying Two-Dimensional Figures

**Day 1:** Create a Venn Diagram to include the following: quadrilaterals, squares, rectangles, parallelograms, trapezoids, and rhombuses.



[View All Materials](#) Properties of quadrilaterals 2.docx

- About This Resource
- Collaboration
- Reviews
- Share
- Related Resources
- Flag

[Glossary Of Terms](#)

## SUBJECTS AND DOMAINS

Math - Geometry - Content

## COMMON CORE STATE STANDARDS

CCSS.Math.Content.5.G.B

CCSS.Math.Content.5.G.B.3

CCSS.Math.Content.5.G.B.4

## GRADES

5 - Fifth Grade

## Summary

This resource is to be used over a period of 4 class periods. There are 4 different activities that require students to define and classify two-dimensional figures based on their properties, structures, and relationships. Students are also required to defend their reasoning. Although the activities are numbered, the teacher can use the activities in any order, allowing for flexibility and instructional decision-making as needed. An answer key is included.

## ATTRIBUTES OF THE FORMATIVE ASSESSMENT PROCESS

Clarify Intended Learning Elicit Evidence Interpret Evidence Act on Evidence

# Digital Library

5<sup>th</sup> Grade Math

5.G.B

Claim 1

Target K

Instructional Resource

SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE





## When:

1. Beginning or before lesson begins
2. During teaching
3. End of lesson, example Exit Cards

## What:

1. Evidence that indicates where students are in the learning progression (Building Blocks)
2. Evidence that is consistent with the standards and the way students will be assessed

## How:

1. Verbal (collaboration)
2. Written
3. Demonstrated Skill
4. Variety of questioning types





**Teachers should make determinations about what students know using the right kinds of evidence;**

**Decisions based on the wrong information and could lead to the incorrect choices for how to proceed with instruction.**



## FA Insights Module 3

11/15	<ol style="list-style-type: none"><li>1. <i>Understand how evidence of learning can be intentionally gathered during the course of teaching and learning</i></li><li>2. <i>Understand the criteria for quality evidence</i></li><li>3. <i>Develop skills in planning for evidence gathering aligned to learning goals and success criteria and interpreting evidence</i></li></ol>	<ul style="list-style-type: none"><li>• Strategies for obtaining evidence of learning aligned to learning goals and success criteria as part of instruction</li><li>• Criteria for obtaining quality evidence</li><li>• Practice planning for, and obtaining evidence of, student learning during instruction</li><li>• Practice interpreting evidence of learning</li></ul>
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*Next synchronous web event is November 18<sup>th</sup> 4:30-5:30 PM*





## Content and Item Specifications Documents

<http://www.sde.idaho.gov/site/assessment/ISAT/>

## Interim Assessments and Online Reporting System

[Idaho.portal.airast.org](http://Idaho.portal.airast.org)

## Digital Library [www.smarterbalancedlibrary.org](http://www.smarterbalancedlibrary.org)

## SDE Website: Sample Items by Claim

<http://www.sde.idaho.gov/site/assessment/claims.htm>

# State Department of Education



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Access the archive of today's  
webinar at

<http://www.sde.idaho.gov/site/assessment/ISAT/PD.htm>

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