Building Educator Assessment Literacy

A Partnership of WestEd and SCALE

Mathematics

Facilitator's Guide

Oregon 2017

Session 1A: Welcome and Purpose Setting

15 min.

Start:

End:

PURPOSES:

The purposes of this session are for participants to:

- Understand the purpose of the project and the objectives of this two-day training.
- Get to know one another.
- Understand how and why to use the Note-Taking Guide.

This session can be presented to all participants in a single group.

Slides: 1-5	**Handouts:** Note-Taking Guide	**Additional Materials:** Sticky notes

WHAT TO DO	
Welcome and Introduction	Present the information about the objectives of the training. Leave time to answer any questions or clarify any information about the purpose of the training, and address any essential housekeeping concerns for the whole group.
Icebreaker—Who's in the Room?	Click through the list of roles and ask people to stand if they fall into the category listed on the slide. This is an opportunity to get a quick idea of who is in the audience in order to inform the professional development over the course of the day. Facilitators can feel free to change the categories on this slide.
Note-Taking Guide	Make sure all participants have received a Note-Taking Guide. Point out that the purpose of the Note-Taking Guide is to help participants match their participation and note-taking to the purposes of the training.
Icebreaker—Getting to Know You	Following directions on the slide titled "Getting to Know You…" ask participants to write one word that comes to mind when they think about student assessment. Ask participants to post their sticky notes on a designated wall. Look for any patterns and share out. This may be a useful place to ask for an assistant to help organize the sticky notes. Patterns could be as simple as placing generally positive words in one cluster and generally negative words in another cluster, or you could let patterns emerge naturally. After participants have written their words, ask them to address the discussion question on the slide with their table groups. To conclude this activity, point out interesting patterns that emerged from the sticky note clusters. Invite participants to look at the wall throughout the day. This is an opportunity for participants to introduce themselves to their table groups and share a bit about their feelings on student assessment. This activity will also give facilitators a chance to "read" patterns in participants' feelings and experiences with student assessment.

QUESTIONS/ISSUES TO ANTICIPATE:

As participants discuss their feelings about student assessment, there may be participants who have strong negative feelings about some element of student assessment in their context. Try to set a tone that validates participants' concerns but retains a learning orientation.

It may be helpful to re-focus on the purpose of the training, which is to engage in collaborative analysis of student work generated by performance tasks, and to reflect on different ways of generating and using this kind of evidence of student learning.

ADDITIONAL NOTES:

You may wish to include additional slides for local context and welcome.

Session 1B: Types of Assessment

25 min.

Start:

End:

PURPOSES:

The purpose of this session is for participants to:

- Develop a shared understanding of the intended purposes of different types of assessment within a balanced assessment system.

Slides: 6-18	**Handouts:** 1.1: Types of Assessment Note-Taker 1.2: Types and Uses of Assessments	**Additional Materials:**

WHAT TO DO	
Introduce objectives for Session 1	Walk through the objectives of the session on the slide. Introduce participants to Handout 1.1: Types of Assessment Note-Taker. Let participants know we will be reviewing three types of assessment, and that they can take notes in the "purpose" and "what does it look like in my context" boxes of the graphic organizer. We will return to the other two boxes later in the session.
Review types and purposes of assessment	Discuss the description and purposes of different types of assessment, as presented on the slides. For formative assessment, facilitate a whole group discussion of what formative assessment can look like in participants' contexts. Provide clarification if the examples suggest any misconceptions about formative assessment.
Discuss balanced assessment systems	Unpack the quotation on the slide and facilitate a short discussion of what most resonates with participants. Ask participants to share what they think are key features of a balanced assessment system. Help facilitate the discussion to explore the role that each type of assessment can play to inform teaching and learning. Present the two graphics on assessment, using the suggested script in the slide notes, emphasizing the important, and different, role for each type of assessment plays in student learning.
"Role of Assessments in Teaching and Learning" activity	Give participants a few minutes to individually review Handout 1.2. Let participants know this is provided as a reference in case it helps inform the thinking of the day. Allow them to work individually or in pairs to complete the graphic organizer. Ask participants to share out the questions about teaching and learning they can answer with each type of assessment. Provide clarification if participants' questions reveal any misconceptions.

QUESTIONS/ISSUES TO ANTICIPATE:

Use group discussions as opportunities to clarify any misconceptions that arise about purposes of different types of assessment.

If "Common Formative Assessment" comes up, clarify that this is actually an interim or benchmark assessment. Because discussion of what interim and summative assessment looks like in participants' contexts is likely to offer less variety, discussion time is not planned for these.

RELATED RESOURCES:

CCSSO's "Formative Assessment: Examples of Practice" document: http://www.csai-online.org/resources/formative-assessment-examples-practice.

CRESST's "District Adoption and Implementation of Interim and Benchmark Assessments" report: http://www.csai-online.org/resource/68.

CSAI site: http://www.csai-online.org/sos?t=assessment&m=.

ODE Local Assessment Resources: http://www.ode.state.or.us/search/page/?id=512

Session 1C: Performance Assessment

20 min.

Start:

End:

PURPOSES:

The purposes of this session are for participants to:

- Understand the role of performance assessment in providing robust evidence of student learning
- Understand the role of performance assessment within the design of the Smarter Balanced Assessment System

Slides: 19-26	**Handouts:** 1.3: Role of Performance Tasks	**Additional Materials:** Media 1 (video)

WHAT TO DO	
Discuss performance tasks as item types	Review the information on the "Item Types" slide, emphasizing that there are different types of items that can elicit different information about student learning. Performance assessment is a type of item that can be used for different purposes. Use the slide notes to discuss the slide with the graph, focusing on the ways in which performance assessment can assess deeper student learning.
Play the video, pausing as needed for participant understanding (optional)	Explain to participants that the purpose of this video (Media 1) is to frame the content of the workshop. We will revisit this graphic later in the training to orient ourselves. Play the video, pausing as needed to discuss the content with participants. After playing the video, pause for any whole-group questions or comments.
Guide participants in "Why Performance Tasks?" activity	Walk through the steps outlined in the slides, including reading Handout 1.3, identifying and sharing the most important words and phrases from the handout, and inviting participants to answer the question, "Why is Smarter Balanced using performance tasks in its summative assessments?" Use the slide notes. Emphasize the importance of performance tasks in measuring college and career readiness, which is the primary claim of the Smarter Balanced assessments.
Introduce principles of performance assessment	Introduce the four principles of performance assessment, indicating that these principles apply to both on-demand/summative and classroom performance assessment. Ask participants to keep these in mind throughout the training and elicit any reactions from participants.

QUESTIONS/ISSUES TO ANTICIPATE:

If participants have technical questions about the Smarter Balanced assessments, let them know that this professional development is not about Smarter Balanced overall, but that they will be guided to specific Smarter Balanced resources that can help answer any questions. This PD focuses only on the performance task section of the summative assessment, and provides an opportunity to look at performance tasks from the Smarter Balanced practice test, to examine student responses to those tasks in order to reflect on this kind of evidence of learning, and to consider how to use performance tasks in their own instruction.

Note that while the video reflects the entire Smarter Balanced assessment system, including the digital library and the interim assessment system, Oregon does not use these two optional tools; formative and interim assessment is done at the school and district level. This video also references Universal Design for Learning which is not a part of this specific training. Trainers may find that this video is not relevant for their purposes and can consider eliminating from this session.

Session 2: Deep Dive into a Performance Task

2.5 hours

Start:

End:

SESSION 2 OBJECTIVES:

- Experience a summative performance task from the perspective of a student.
- Better understand the purpose of performance tasks in a summative context.
- Collaboratively score and analyze student work on a performance task.
- Reflect on what can be learned from collaborative analysis of student work on performance tasks.

Slides: 27-64	**Handouts:**	**Additional Materials:**
	• SBAC Practice Test Resources for Grade 11 or Grade 5: Performance Task, Student Work, Scoring Guides, Score Rationales • Claims and Practices Cards • 2.1: Identifying the Mathematics & Anticipating Issues • 2.2: Smarter Balanced Assessment Targets for Mathematics • 2.3: Aligning the Task • 2.4: Analyzing Student Work	• Scratch paper • Poster paper • Markers

2A Getting to Know the Task **30 min**

Inform participants about the source of the task: Smarter Balanced Practice Test

Do the task from the perspective of a student

Share initial reactions to the task

Identify the mathematics of the task and anticipate what will be hard for students

2B Unpacking the Task **30 min**

Align the task to Standards for Mathematical Practice, and SBAC Claims & Targets

Reflect on the purpose of summative performance tasks

2C Analyzing Student Work **60 min**

Read through student responses to first hand-scored item, and share initial reactions

Review Scoring Guide for first hand-scored item, and score student responses

Discuss scores and scoring process

Repeat process for next hand-scored item(s)

2D Debriefing the Task **30 min**

Reflect on the evidence of learning generated by this performance task

Reflect on what instructional decisions might be made in response to this evidence

Session 2A: Getting to Know the Task

30 min

Start:

End:

PURPOSE:

- Experience a summative performance task from the perspective of a student.

Slides: 30-32	**Handouts:** • SBAC Practice Test Performance Task: High School (*Lights, Camera, Action!*) or Grade 5 (*Clay Pottery*) • 2.1: Identifying the Mathematics & Anticipating Issues	**Additional Materials:** Scratch paper

WHAT TO DO	
Inform participants about the source of the task: the Smarter Balanced Practice Test	[No Slide] Inform participants that the task comes from the Smarter Balanced practice test. The task is available through the online practice test on the Smarter Balanced website and is also posted on the Understanding Proficiency website. The task can be shared publicly. Remind participants that while we are experiencing the performance tasks on paper, students do these tasks through a computer interface. They can explore the interface and the practice test materials online at smarterbalanced.org.
Do the task from the perspective of a student	[Slide 30 - Individually Complete Performance Task] "You will now complete a standardized performance task. Please complete the task independently. You will have 15-20 minutes. The stimulus and items are in the SBAC Practice Test Resources section of the Math Book."
Share initial reactions to the task	[Slide 31 - Initial Reactions] Ask participants to discuss each question on the slide and be prepared to share with the group. Circulate as tables discuss, making some notes for yourself of things to highlight in your summary. Ask groups to share thoughts with the whole group.
Identify the mathematics of the task and anticipate what will be hard for students	[Slide 32 - Identifying the Mathematics and Anticipating Issues] Direct participants to Handout 2.1. Ask them to identify the math skills needed to successfully complete the items in the task, and to anticipate areas in which students will have difficulty. Ask them to be prepared to share with the whole group. Circulate as tables discuss, making some notes for yourself of things to highlight in your summary. Ask groups to share thoughts with the whole group.

QUESTIONS/ISSUES TO ANTICIPATE:

Participants will probably have questions about how exactly the performance tasks assess the standards and which standards are assessed in each section. Let them know that this will be addressed next. If participants wish to learn more about performance tasks in general or view/take additional performance tasks, direct them to the Smarter Balanced website.

Smarter Balanced has recently made the Classroom Activity element of the performance tasks optional and will not invest in development of new classroom activities. Research indicated that, except for a very limited number of performance tasks, the classroom activity did not impact student performance on the tasks. Those identified tasks will be revised to include necessary background knowledge in the actual tasks. New tasks will be designed to include relevant background knowledge in the tasks.

Session 2B: Unpacking the Task

15 min

Start:

End:

PURPOSE:

- Better understand the purpose of performance tasks in a summative context.

Slides: 35-43	**Handouts:** • Claims and Practices Cards • 2.2: Smarter Balanced Assessment Targets for Mathematics • 2.3: Aligning the Task	**Additional Materials:** None

WHAT TO DO

Align the task to Standards for Mathematical Practice, and SBAC Claims & Targets

[Slide 35 - Let's Unpack This Task]

"With the next set of slides, we will discuss and unpack the task by identifying the mathematics of the task and anticipating issues students are likely to have with the task."

[Slide 36 - Aligning the Task]

Direct participants to the two half-sheet cards—Standards for Mathematical Practice and Smarter Balanced Claims–and let them know that you will provide a little background on both, after which they will talk at their tables about the two questions.

[Slide 37 - Standards for Mathematical Practice]

"The Common Core State Standards identify these Standards for Mathematical Practice not as what the teacher is doing, but rather, as the varieties of expertise that mathematics educators, at all grade levels, should seek to develop in their students. The practices are how students are expected to engage in items or tasks. Let's keep these practices in mind as we look at the claims underlying the Smarter Balanced assessments, which aim to assess both the CCSS Math Content and Practice Standards."

[Slide 38 - What Constitutes a Claim?]

Bullet 1: "Based on the claim, then, one would be able to say that 'a student can . . .' (whatever the claim identifies).'"
Bullet 2: "So we can finish the 'a student can . . .' statement by evaluating what he or she produces."
Bullet 3: "We will look at the overall and specific claims in the next couple of slides."

[Slide 39 - Overall Smarter Balanced Claims]

"The overall claims for the two grade spans are obviously very similar, with the key difference being that along the way through grades 3–8, the expectation is that students are making progress toward the grade 11 goal each year."

Align the task to Standards for Mathematical Practice, and SBAC Claims & Targets (cont.)	[Slide 40 - Smarter Balanced Claims 1–4] "These four claims apply across all the grades for the Smarter Balanced assessments. Take a moment to read them over. As you do so, pay attention to where you see alignment to the language in the Standards for Mathematical Practice." [Slide 41 - Smarter Balanced Claims 1-4 (continued)] "The Smarter Balanced performance tasks focus on Claims 2, 3, and 4. Take a moment to read through the boxes at the right, summarizing the kinds of evidence that can be gathered." [Slide 42 - Alignment Activity] Direct participants to use the Standards for Mathematical Practice and Smarter Balanced Claims cards and Handout 2.2 to fill in the blank Aligning the Task sheet (Handout 2.3). You may need to explain that each item is aligned to a single primary Claim, and that every performance task must have items aligned to Claim 3 and Claim 4. Say: "As you review each item, first match what the students are asked to show to Claim 2, 3, or 4. You must choose only one Claim for each question. After you decide on the Claim, select one or two Assessment Targets within that Claim that are reflected within the question." Let participants know that they may not always agree on the primary Claim or Assessment Target for each item, and that the developers of the tasks also had a lot of conversations similar to those that participants will probably have about the alignment of each item. No need to agree – if discussion becomes unproductive, it's time to move on.
Reflect on the purpose of summative performance tasks	[Slide 43 – Discussion and Poster Activity] Pose the reflection question: *What is the purpose of including performance tasks as part of summative assessment?* Allow 2-3 minutes of individual think time, and then ask participants to pair up to make a poster listing the skills and abilities that can be assessed through performance assessment. Then facilitate a whole-class discussion about which of these participants are already focusing on in their own instructional practice, and those that they would like to focus on more.

QUESTIONS/ISSUES TO ANTICIPATE:

You will need to transition conceptually from the session focusing on experiencing a task. You can say something like: "*In the last session, we took a student's perspective of experiencing a task and your own educator perspectives on the task. Now we are going to get clear on exactly what the assessment intent is for this task, from the perspective of the assessment system. After we explore claims and targets in this session, you will know exactly what is being measured by the task, so you can look more carefully for evidence in student work*."

Participants may wonder how and/or why the claims and targets were created. It is important to emphasize that the claims and targets were designed to group or cluster standards together in meaningful ways so that students are assessed in a more integrated way (as outlined in the "Role of Smarter Balanced Performance Tasks" document, which participants read during Session 1.)

Participants may have questions about how scores are reported. You should not spend time answering questions about test administration, score reporting, etc. Instead, you can direct them to the Smarter Balanced Assessment Blueprint (linked below) and explain that scores will be reported by claim, with evidence gathered from both the CAT portion of the test and the performance task.

RELATED RESOURCES:

SBAC Math Summative Assessment Blueprint
https://portal.smarterbalanced.org/library/en/mathematics-summative-assessment-blueprint.pdf

SBAC Math Content Specifications
http://www.smarterbalanced.org/wp-content/uploads/2015/08/Mathematics-Content-Specifications.pdf

SBAC Math Performance Task Specifications
http://www.smarterbalanced.org/wp-content/uploads/2015/08/Mathematics-Performance-Task-Specifications.pdf

SBAC Performance Task Specifications (Content General)
http://www.smarterbalanced.org/wp-content/uploads/2015/08/PerformanceTasksSpecifications.pdf

Session 2C: Analyzing Student Work

60 min

Start:

End:

PURPOSE:

- Collaboratively score and analyze student work on a performance task.

Slides: 45-59	**Handouts:** • Scoring Guide and score rationales for High School Task: *Lights, Camera, Action!* • Scoring Guide and score rationales for Grade 5 Task: *Clay Pottery* • 2.4: Analyzing Student Work	**Additional Materials:** None

WHAT TO DO

Read through student responses to first hand-scored item, and share initial reactions

[Slide 45 – Analyzing Student Work]

Invite participants to keep an eye out for the bullet points listed as they look at the student responses to each item within the task, and to make notes on Handout 2.4. Point out that they will be asked to refer back to their notes on this handout later in the session.

[Slide 46 – Individually review student responses to first hand-scored item]

"Take a quick read through the student responses to the first hand-scored item. Begin to make some notes on Handout 2.4."

Then give participants an opportunity to share out some initial reactions to the student responses.

Review Scoring Guide for first hand-scored item, and score student responses

[Slide 47 – Review Scoring Guide for first hand-scored item]

[Slide 48 – Individually score responses to first hand-scored item]

"Individually score the student responses to the item using the Scoring Guide. When finished, record your thoughts on Analyzing Student Work, Handout 2.4."

Discuss scores and scoring process

[Slide 49 – Compare scores for first hand-scored item]

Ask participants to show, on their fingers, the score for each sample. Discuss any discrepancies and then refer participants to the scores and score rationales in the Practice Test Resources section of the handout book. Point out that the scores and rationales were developed by a team of educators as part of a project called Understanding Proficiency, a freely available set of resources built around the SBAC Practice Performance Tasks.

Note: There is no need to calibrate aggressively; allow any disagreement of opinion to remain for the time being.

Repeat process for next hand-scored item(s)	[Slides 51-59] [51] Individually review student responses to the second hand-scored item; [52] Review Scoring Guide for this item; [53] Individually score responses to this item; [54] Compare scores for this item; [55] Pre-scoring reflection on demands of the final hand-scored item; [56] Individually review student responses to the second hand-scored item; [57] Review Scoring Guide for this item; [58] Individually score responses to this item; [59] Compare scores for this item "Take a quick read through the student responses to the next hand-scored item. Continue making notes on Handout 2.4." Then give participants an opportunity to very briefly share out some reactions to the student responses.

QUESTIONS/ISSUES TO ANTICIPATE:

While looking closely at the student work and the Scoring Guides, participants may wonder more about how much the performance task score contributes to the overall test score. Let them know that the number of points per item does not translate to weighting on the overall score. Remind them that the scores are reported for Claims, not items or performance tasks, and refer them to the assessment blueprint: https://portal.smarterbalanced.org/library/en/mathematics-summative-assessment-blueprint.pdf

Session 2D: Debriefing the Task

15 min

Start:

End:

PURPOSE:

- Reflect on what can be learned from collaborative analysis of student work on performance tasks.

Slides: 62-64	**Handouts:** None	**Additional Materials:** None

WHAT TO DO

Reflect on the evidence of learning generated by this performance task

[Slide 62 – Debriefing the Task]

Ask: "What can we learn from analyzing responses to this task?"

Say: "Review the items we scored and review your notes on the Analyzing Student Work handout. Consider each bullet on the slide. Discuss your thoughts as a table."

Circulate as tables discuss, making some notes for yourself of things to highlight in your summary. Ask groups to share thoughts with the whole group.

Reflect on what instructional decisions might be made in response to this evidence

[*Slide 63 – Hidden slide available as an alternative to Slide 64*]

Rather than having each table share out its entire list, walk around while they work and then pull out some common threads in the discussion. Center the discussion around the knowledge and skill demands listed by the tables, but also include the other two questions as appropriate.

[Slide 64 – Reflection on the task and student work]

Optional: Post three pieces of chart paper around the room, each with one of these questions on them. Ask participants to reflect on these questions, and walk around to the three pieces of chart paper, writing their reflections on each one. Once the posters are populated, circulate and provide a summary of themes that emerged on each.
As an alternative, these discussion questions could be managed in table groups.

QUESTIONS/ISSUES TO ANTICIPATE:

Having spent two hours on a Smarter Balanced performance task, participants may wonder how this training relates to their own classroom practice. Let them know that the afternoon will be spent looking at student work on another Smarter Balanced performance task, but through a different set of lenses. We will not be spending time scoring student responses; instead we will be looking at patterns across student work, and thinking in very concrete ways about how best to respond to it. We will use two lenses for doing this: first we will identify and describe patterns among the student responses and develop feedback comments and questions for the students who wrote the responses; then we will consider ways to create a curriculum-embedded version of the performance task. Both of these lenses—giving feedback to students and creating new learning experiences—are part of the formative assessment process of responding to student work.

Session 3: Learning from Student Work on Performance Tasks

2.5 hours

Start:

End:

SESSION 3 OBJECTIVES:

- Deepen understanding of the formative assessment process.
- Collaboratively interpret and analyze evidence of student learning elicited by a performance task.
- Explore meaningful ways of responding to evidence of student learning.
- Plan to modify instruction based on evidence of student learning.

Slides: 66-104

Handouts:

- SBAC Practice Test Resources for Grade 7 or 4: Performance Task, Student Work, Scoring Guides, Score Rationales
- 3.1: Identifying the Mathematics & Anticipating Issues
- 3.2: Analyzing Student Work
- 3.3: Patterns in the Evidence
- 3.4: Preparing Feedback for Students
- 3.5: Draft Performance Task: Owning a Pet [Scaffolded Version]
- 3.6: Draft Performance Task: Owning a Pet [Open-Ended Version]
- 3.7: Instructional Considerations for Each Version of Owning a Pet
- 3.8: On-Demand → Curriculum-Embedded Task Planning Worksheet
- 3.9: Formative Assessment Lesson Planning Template
- 3.10: Additional Performance Assessment Resources

Additional Materials:

- Scratch paper
- Poster paper
- Markers
- Sticky notes

3A Getting to Know the Task **30 min**

Do the task from the perspective of a student

Share initial reactions to the task

Identify the mathematics of the task and anticipate what will be hard for students

3B Analyzing Student Work **30 min**

Read through student responses to first hand-scored item, and share initial reactions

Review Scoring Guide, scores, and score rationales for first hand-scored item

Identify and discuss patterns in the student work

Repeat process for next hand-scored item(s)

3C Developing Feedback for Students **45 min**

Describe patterns evident in student responses and identify which responses fit each pattern

For each pattern, develop feedback comments and questions

3D Modifying Instruction – Planning a Curriculum-Embedded Performance Task **45 min**

Explore examples of curriculum-embedded performance tasks

Reflect on what instructional decisions might be made in response to evidence of student learning

Plan curriculum-embedded performance tasks for your own context

Share additional resources

Session 3A: Getting to Know the Task

30 min

Start:

End:

PURPOSE:

- Experience a performance task to prepare for engagement in the formative assessment process.

Slides: 68-70	**Handouts:** • SBAC Practice Test Performance Task: Grade 7 (*Let's Paint a Room*) or Grade 4 (*Art Day!*) • 3.1: Identifying the Mathematics & Anticipating Issues	**Additional Materials:** Scratch paper

WHAT TO DO

Do the task from the perspective of a student

[Slide 68 – Individually Complete Performance Task]

"You will now complete a standardized performance task. Please complete the task independently. You will have 15-20 minutes. The stimulus and items are in the SBAC Practice Test Resources section of the Math Book."

Share initial reactions to the task

[Slide 69 – Initial Reactions]

Ask participants to discuss each question on the slide and be prepared to share with the group. Circulate as tables discuss, making some notes for yourself of things to highlight in your summary. Ask groups to share thoughts with the whole group.

Identify the mathematics of the task and anticipate what will be hard for students

[Slide 70 – Identifying the Mathematics and Anticipating Issues]

Direct participants to Handout 3.1. Ask them to identify the math skills needed to successfully complete the items in the task, and to anticipate areas in which students will have difficulty. Ask them to be prepared to share with the whole group.

Circulate as tables discuss, making some notes for yourself of things to highlight in your summary. Ask groups to share thoughts with the whole group.

QUESTIONS/ISSUES TO ANTICIPATE:

Session 3B: Analyzing Student Work

30 min

Start:

End:

PURPOSE:

- Collaboratively interpret and analyze evidence of student learning elicited by a performance task.

Slides: 73-84	**Handouts:** • Scoring Guides and score rationales for Grade 7 Task (*Let's Paint a Room*) or Grade 4 Task (*Art Day!*) • 3.2: Analyzing Student Work	**Additional Materials:** None

WHAT TO DO

Read through student responses to first hand-scored item, and share initial reactions

[Slide 73 – Analyzing Student Work]

Invite participants to keep an eye out for the bullet points listed as they look at the student responses to each item within the task, and to make notes on Handout 3.2. Point out that they will be asked to refer back to their notes on this handout later in the session.

[Slide 74 – Individually review student responses to first hand-scored item]

"Take a quick read through the student responses to the first hand-scored item. Begin to make some notes on Handout 3.2."

Then give participants an opportunity to share out some initial reactions to the student responses.

Review Scoring Guide, scores, and score rationales for first hand-scored item

[Slide 75 – Review and discuss Scoring Guide, scores, and rationales for first hand-scored item]

"The Scoring Guide follows the student responses to the first hand-scored item. Review the Scoring Guide, and then look at the scores and rationales and discuss as a table. What patterns do you notice in the responses?"

Identify and discuss patterns in the student work

[Slide 76 – Discuss patterns in student responses to this item]

Have tables share out several patterns they identified in the student responses. Ask for examples of good explanations or successful strategies (even if partial), as well as common misconceptions or challenges.

[Slide 78 – Individually review student responses to next hand-scored item]

"Take a quick read through the student responses to the next hand-scored item. Add to your notes on Handout 3.2."

Then give participants an opportunity to share out some initial reactions to the student responses.

Identify and discuss patterns in the student work (cont.)	[Slide 79 – Review and discuss Scoring Guide, scores, and rationales for this item] "The Scoring Guide follows the student responses to the item. Review the Scoring Guide, and then look at the scores and rationales and discuss as a table. What patterns do you notice in the responses?" [Slide 80 – Discuss patterns in student responses to this item] Have tables share out several patterns they identified in the student responses. Ask for examples of good explanations or successful strategies (even if partial), as well as common misconceptions or challenges. [Slide 81 – Pre-reflection on demands of the final hand-scored item] Direct participants to their notes on Handout 3.1. Ask them to think again about the math skills needed to successfully complete the items in the task, and any anticipated difficulties. Ask them to be prepared to share with the whole group. Then direct them to Handout 3.2 to add notes as they look at responses to the next item.
Repeat process for next hand-scored item(s)	[Slides 82-84] [82] Individually review student responses to the next hand-scored item; [83] Review and discuss Scoring Guide, scores, and rationales for this item; [84] Discuss patterns in student responses to this item Have tables share out several patterns they identified in the student responses. Ask for examples of good explanations or successful strategies (even if partial), as well as common misconceptions or challenges.

QUESTIONS/ISSUES TO ANTICIPATE:

You may want to remind participants that the scores and rationales for the student responses were developed by educators who are part of the *Understanding Proficiency* project. The student responses we are looking at came from their classrooms, and then they scored the work together. When the scores were unclear even to the back-readers, we did check with the Smarter Balanced math team to get their opinion on challenging cases.

Session 3C: Developing Feedback for Students

45 min

Start:

End:

PURPOSE:

- Explore meaningful ways of responding to evidence of student learning.

Slides: 86-91	**Handouts:** • 3.3: Patterns in the Evidence • 3.4: Preparing Feedback for Students	**Additional Materials:** Chart Paper Markers

WHAT TO DO

Describe patterns evident in student responses and identify which responses fit each pattern

[Slide 88 – Identify patterns in student work]

Help participants understand the structure of Handout 3.3: Patterns in the Evidence. Participants may choose to fill in only 2–3 rows of the handout, which is fine. There are two sections on the handout in case participants want to separate the patterns by item.

Then read the questions on the slide and set participants to work.

For each pattern, develop feedback comments and questions

[Slide 89 – Begin to develop feedback]

Direct participants to Handout 3.4: Preparing Feedback for Students as they discuss ideas for each sample. Keep the time short to allow for rich whole-group discussion. This is just an initial brainstorm.

[Slide 90 – Our challenge]

Pose the challenge – to agree on 3–5 feedback questions to share with the students whose work we have analyzed. Instruct participants to imagine that the student work represented a whole class set, and the feedback will be provided to the whole class. Move quickly to the next slide to provide structure for the discussion.

[Slide 91 – Our feedback for this class]

Display ideas as you work on drafting agreed-upon feedback together as a whole group.

Be prepared for some disagreements to surface before beginning to draft the actual questions. You may want to point out that the comment should identify what understandings are evident in the student work, which helps us to focus on what is "there" rather than what is "missing" in the student work.

You may also want to point out that focusing on patterns across the student work samples, rather than only on individual responses, supports thinking about productive instructional decisions for the class, instead of correcting or "fixing" particular kids.

QUESTIONS/ISSUES TO ANTICIPATE:

Agreeing on feedback questions – including targeted questions about the mathematics and the situation – can be a contentious process with teachers. Be prepared to allow a lot of different ideas to surface before beginning to draft the actual questions.

Agreeing on a feedback *comment* first should push teachers to identify what understandings are evident in the student work, and can be an important first step in getting teachers to focus on what is 'there' rather than what is 'missing' in student work.

Focusing on patterns across the student work samples, rather than only on individual responses, often supports teachers in thinking about productive *instructional decisions* for the class, rather than ways of correcting or 'fixing' particular kids.

Session 3D: Modifying Instruction – Planning a Curriculum-Embedded Performance Task

45 min

Start:

End:

PURPOSE:

- Plan to modify instruction based on evidence of student learning.

Slides: 92-105	**Handouts:** • 3.5: Draft Performance Task: Owning a Pet [Scaffolded Version] • 3.6: Draft Performance Task: Owning a Pet [Open-Ended Version] • 3.7: Instructional Considerations for Each Version of Owning a Pet • 3.8: On-Demand → Curriculum-Embedded Task Planning Worksheet • 3.9: Formative Assessment Lesson Planning Template • 3.10: Additional Performance Assessment Resources • 3.11 General Guidelines for Development of Performance Tasks	**Additional Materials:** Chart Paper Markers

WHAT TO DO

Explore examples of curriculum-embedded performance tasks

[Slide 96 – Assessment Continuum]

This is a repeat of a slide that we saw in Session 1. Remind participants that as we consider performance tasks in a classroom setting, we have the opportunity for more complex evidence of student learning and to offer more opportunities for formative assessment and student learning. Tell participants that we will spend our remaining time considering what a performance task would look like if we made it into a richer, curriculum-embedded assessment opportunity.

[Slide 97 – Definition of "curriculum-embedded performance task"]

Unpack this definition with participants, emphasizing that in a classroom setting, we have opportunities for formative assessment and scaffolding learning that are not available in an on-demand, summative assessment context. Explain that in our next activity, we will brainstorm how we might adapt the performance task, providing ample opportunity for formative assessment.

[Slide 98 – Examples of curriculum-embedded performance tasks]

This is a decision point for facilitation: Decide how much time to spend inside of the PARB website vs. considering the two versions of the Owning a Pet task (Handouts 3.5–3.7). Both serve a similar purpose, but in different ways: they provide examples of curriculum-embedded performance tasks designed to elicit more robust evidence of student learning than is possible in a summative context. Participants must be introduced to the PARB site, and given some orientation. But walking through a task may be more efficient with the handouts for Owning a Pet.

Explore examples of curriculum-embedded performance tasks (cont.)	Make sure that you have set up a personal account to the PARB and that you have oriented yourself to this resource, including understanding the search functions and knowledge of the kind of tasks you can find there. The Performance Assessment Resource Bank was developed by the Stanford Center for Assessment, Learning, and Equity (SCALE) and the Stanford Center for Opportunity Policy in Education (SCOPE), in collaboration with the Council of Chief State School Officers' (CCSSO) Innovation Lab Network. Log into the PARB and quickly introduce participants to this as a resource for vetted classroom-ready performance tasks. Demonstrate the search function and let participants know that while you need an account to access the PARB, accounts are free and take only a moment to set up. Then let participants know that they have an example of a task that was designed first as an on-demand task and then adapted for classroom use in their handout book (Handouts 3.5 and 3.6). Handout 3.7 is provided for them to think about the different kinds of instructional decisions needed for each version of the task, and the different kinds of evidence likely to be elicited by each version.
Reflect on what instructional decisions might be made in response to evidence of student learning	[Slide 99 – Reflection on the task and student work] Pose the question on the slide as an individual reflection question unless there is a clear need to share out a little bit.
Plan curriculum-embedded performance tasks for your own context	[Slide 100 – Adapting/developing a task for classroom] In pairs or table groups, ask participants to review the two planning tools provided in the handout book: Handout 3.8 and 3.9. You may want to assign one or the other, or allow participants to choose. The purpose is to use one of these tools to begin to brainstorm adaptations to the summative task from this session, or to develop/adapt a task of their choosing, if appropriate. Participants should spend their time planning out the design and implementation of the task, as well as thinking about formative assessment opportunities that can be built into the design and implementation. [Slide 101 – Capturing ideas about adapted task] Ask table groups to represent their best ideas on poster paper about how to scaffold learning, build in formative assessment opportunities, and/or make the task more engaging for their own students. Participants should represent their best idea(s) about adapting the task (or developing a new task). Remind them that their adaptations should be grounded in what they saw in the student work (and their speculations about their own students' needs). You may want to refer them to the SBAC Performance Task Specifications General Guidelines (Handout 3.11) for ideas as needed. Try to keep them focused on the kinds of evidence likely to be elicited by different parts or phases of the task, and

Plan curriculum-embedded performance tasks for your own context (cont.)	how that evidence might be used formatively to create opportunities for feedback,self-/peer-assessment, and to make short-term instructional decisions. [Slide 102 – Gallery Walk] Ask participants to follow the instructions on the slide to learn about—and react to—other tables' ideas.
Share additional resources	[Slide 104 – Additional resources] Frame the additional resources as follows: The additional resources from SCALE are a variety of projects, tools, and task banks that might be useful for thinking about what might work in your local context. The SBAC PT Specifications document provides "general guidelines" that describe ideal features of high-quality performance tasks, from the perspective of people advising the development of SBAC performance tasks. Invite participants to share resources they know and use, or to comment on the resources listed and provided in the Handout Book.
QUESTIONS/ISSUES TO ANTICIPATE:	