

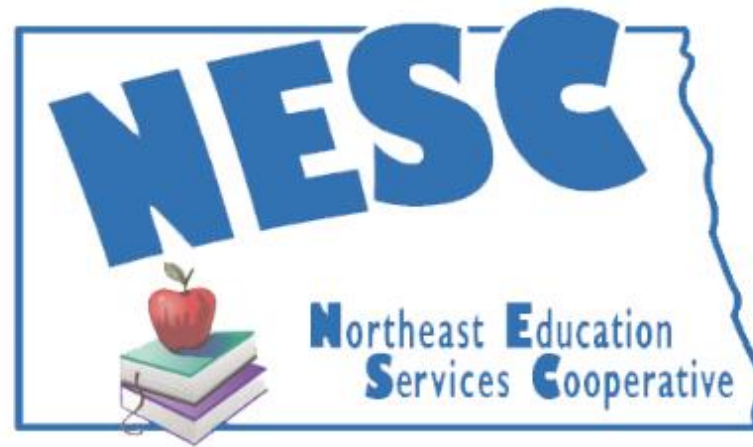


Charting the Course: Navigating Formative & Summative Assessment in the Classroom

Session 1 – January 14, 2025



NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION



Northeast Education
Services Cooperative





Improved Student Learning Outcomes Through Tier 1 Supports



WWW.NDSBL.ORG

WHAT WE DO

Your NDSBL team is a collaborative of Regional Education Associations (the NESC, SEEC, and CREA), supported by the ND DPI, who believe in equitable resources and learning opportunities for students and educators across ND. We are passionate about high-quality curriculum, instruction, and assessment practices that help educators understand and meet their students' needs and engage their students and stakeholders in the learning process.

WHO WE DO IT FOR

Educators: Focused instructional time, clear learning progressions, & aligned curricula, instruction & assessments
Students: Clear learning progressions, ownership of the learning, & actionable feedback
Stakeholders: Refined communications of learning expectations and grading/reporting of K-12 content standards

HOW WE DO IT

Developing a guaranteed and viable curriculum is a big lift for any school district. We want to support you with the foundational knowledge, skills and resources common to most schools so that you can get started and can focus your local resources on more customized classroom supports throughout your implementation journey. We also want to work with, learn from, and provide continued support to those schools well into their standards-based learning plan.

- ND Priority Standards & Proficiency Scales**
- English Language Arts
 - Essential Skills
 - Health
 - Math
 - Music (Coming soon!)
 - Science
 - Social Studies

- ND Standards-Based Learning Implementation Toolkit**
- Use this document to initiate and/or enhance your local standards-based teaching and learning efforts!

- Resources**
- Archived Webinars
 - Archived NDSBL Newsletters
 - Professional Learning Notices
 - FAQs

CONTACT US

ndsbl.info@k12.nd.us

www.ndsbl.org

North Dakota Standards-Based Learning School Leadership Series



The NDSBL School Leadership Series features student-centered support through resources that align curriculum, instruction, and assessment. Our facilitator brings valuable experience and insights to the conversations, helping leaders identify initial and next steps within the implementation process.

Grade K-5 ND Math & ELA Standards <i>Priority Standards</i> <i>Proficiency Scales & Student-Friendly Scales</i> 9:00 am Central Time Join Zoom	Grade 6-12 ND Math & ELA Standards <i>Priority Standards</i> <i>Proficiency Scales & Student-Friendly Scales</i> 10:00 am Central Time Join Zoom
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All participants are welcome! We encourage building and district leaders to attend with a Math & ELA school educator(s) for maximum collaboration in schools.

Wednesday January 10, 2024	Session 1 - Let's Get Started Introduction - Quality Instruction - Student Engagement
Wednesday February 14, 2024	Session 2 - Now Meets Next Formative Checks - Student Evidence - Aligned Assessments
Wednesday March 13, 2024	Session 3 - All Students, All Levels Data Informed Practice - Intervention - Enrichment
Wednesday April 10, 2024	Session 4 - Standards-Based Learning Processes Guaranteed & Viable Curriculum Journey



This **FREE VIRTUAL** series is made available through **Regional Education Association** collaboration and is supported by the **ND Department of Public Instruction**.

Facilitator: Melissa Stanley melissa.stanley@k12.nd.us

Questions? ndsbl.info@k12.nd.us



NORTH DAKOTA STANDARDS-BASED LEARNING SCHOOL LEADERSHIP SERIES II

Responsive Implementation of Standards-Based Learning Processes

SCOPE + SEQUENCE

SESSION 1

Monday, October 7th 2024
10:30am-11:30am

SESSION 2

Monday, November 4th 2024
10:30am-11:30am

SESSION 3

Monday, December 2nd 2024
10:30am-11:30am

[Click to join virtually!](#)

FACILITATOR

Melissa Stanley, Associate Director of High Quality Instruction, Central Region Education Association



This virtual series is offered at NO COST through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

QUESTIONS? ndsbl.info@k12.nd.us



DESCRIPTION

You've completed the NDSBL Leadership Series Part I "Now What?"

Part II of the Leadership Series will advance:

- Development of action steps for implementation to make practical, sustainable change
- Strategies to look more closely at school strengths and growth opportunities
- SBL practices to provide direct focus on instruction for student success

The NDSBL Leadership Series Part I is a prerequisite to this opportunity. Missed it? Click here to view recordings and presentations for use with your leadership team in preparation for Part III!

COURSE TOPICS

Implementing standards-based teaching and learning processes in schools involves a systematic approach to ensure **consistency, alignment, and effectiveness**.

- Establish a Guaranteed & Viable Curriculum
- Create Standards Mapping for Instruction
- Align School Resources for Instruction
- Intentionally Plan for Quality Core Instruction
- Track Student Performance
- Examine Evidence for Learning and Growth
- Provide Student Tracking to Empower Learners
- Develop Scales Aligned Assessments
- Design Communications with Stakeholders

AUDIENCE: K-12 leadership teams including educators, instructional coaches, and building and district leaders

NORTH DAKOTA STANDARDS-BASED LEARNING

CHARTING THE COURSE:

Navigating Formative and Summative Assessment in the Classroom



DESCRIPTION

Educators will navigate the use of assessments to guide students in learning, provide ongoing feedback, plan growth opportunities, evaluate achievement, and advance students to the next level.

To navigate assessment processes, participants will:

- Apply learned concepts to classroom instruction for quality assessment.
- Improve assessment practices.
- Self-assess learning through reflection and goal-setting for improvement.
- Integrate and synthesize assessment knowledge to implement formative & summative practices.

SCOPE + SEQUENCE

PART 1
Tuesday, January 14, 2025
10:00am-11:00am CST

PART 2
Tuesday, February 4, 2025
10:00am-11:00am CST

PART 3
Tuesday, February 25, 2025
10:00am-11:00am CST

[Click to register and join virtually!](#)

FACILITATOR

Melissa Stanley
Associate Director of High Quality Instruction
Central Region Education Association

COURSE TOPICS

- How do Educators Define Formative and Summative Assessment?
- Assessment: Purpose, Process & Strategies
- Most Effective Assessment Practices
- Alignment of Assessments to North Dakota Standards
- Steps to Implement Quality Assessments



This virtual series is offered at NO COST through ND Regional Education Association collaboration and is supported by the ND Department of Public Instruction.

QUESTIONS? ndsbl.info@k12.nd.us



NDSBL Opportunities



Welcome!

NDSBL Charting the Course Series



Tuesday January 14, 2025	Session 1 – Defining Assessment, Examining Perspectives & Making Connections
Tuesday February 4, 2025	Session 2 – Classroom Checks for Understanding & Feedback for Learning
Tuesday February 25, 2025	Session 3 – Steps to Guide, Student & Teacher Roles, and a Process for Checks for Understanding

Introductions

- Name(s)
- Role(s)
- School
- Wondering?



Objectives

Session 1

**Defining Assessment,
Examining Perspectives &
Making Connections**

Revisit guaranteed & viable curriculum

Examine current assessment practices

Integrate assessment knowledge to implement formative & summative practices

Apply new learning to quality classroom instruction and assessment

Reflect and self-assess to set goals for improvement

Formative & Summative Assessment

“A comprehensive assessment system balances formative and summative assessment practices. The key is to use the right type of assessment at the right time to maximize student achievement.”

Dr. Robert Marzano

Marzano, *The Art & Science of Teaching*

WHY an Assessment Series?

A teacher delivers quality instruction and almost immediately **students begin responding**.

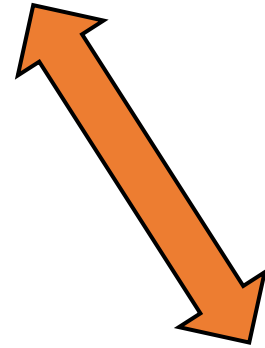
How students respond **directs a teacher** to **provide feedback** and **informs instruction** & next steps.

Practitioner friendly sessions support use of assessment for **responsive teaching**.

During learning...on the daily...showing knowing...actionable feedback...SUCCESS



Assessment



Learning



Teaching

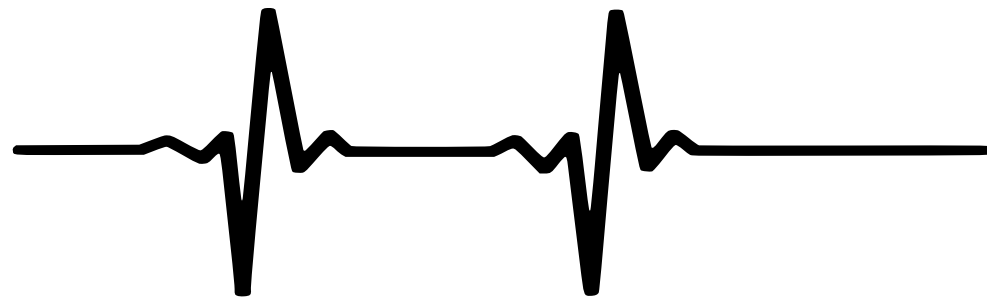
Formative Assessment

- ✓ Process-oriented
- ✓ To improve **learning** during the process
- ✓ Ongoing, during **learning**
- ✓ Detailed, constructive, immediate
- ✓ Guides teaching and **learning** adjustments

Summative Assessment

- ✓ To evaluate learning at the end
- ✓ At the end of the instructional period
- ✓ Often final
- ✓ Outcome-oriented
- ✓ Determines final grades or achievement

	Formative	Summative
When?	<ul style="list-style-type: none">✓ Before instruction✓ During instruction	<ul style="list-style-type: none">✓ At the end of instruction
Why?	<ul style="list-style-type: none">✓ Directs feedback & next steps✓ Targets & improves instruction<ul style="list-style-type: none">✓ Improves learning	<ul style="list-style-type: none">✓ Determine the level of accomplishment toward the learning outcome<ul style="list-style-type: none">✓ Inform educators



Chat Pulse

What is the most common check for understanding practice you observe or use in your role?

1. Multiple checks daily during learning
2. Daily check near the lesson's end
3. Biweekly checks
4. Weekly checks
5. No common practice...yet?

Formative Assessment

Formative Assessment

“Frequent use of formative assessments helps teachers make instructional decisions that best meet the needs of their students.”

Dr. Robert Marzano

Marzano, *Formative Assessment & Standards-Based Grading*

Perspectives on Formative Assessment

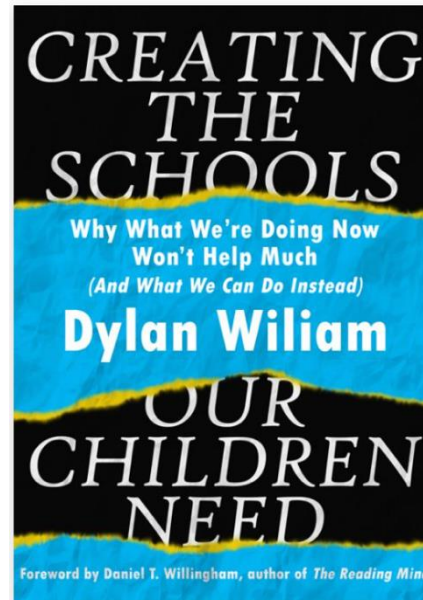
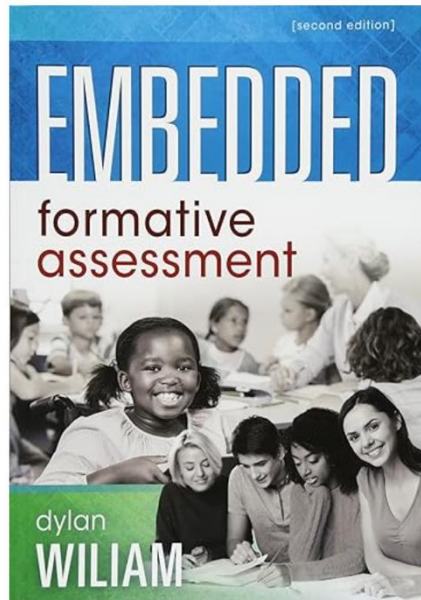


Dylan Wiliam

Quote: Formative assessment is
“the bridge between teaching and learning.”

Central Ideas:

- ✓ **Formative assessment** involves making instructional decisions based on evidences of student learning in real time and is embedded practice that is part of teaching rather than an add-on.
- ✓ **Formative assessment** requires specific, actionable feedback focused on the task not the individual.



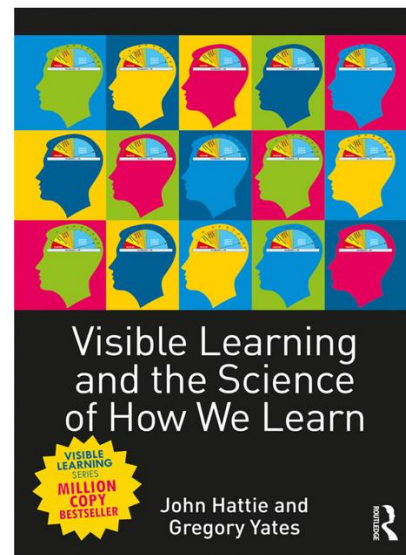
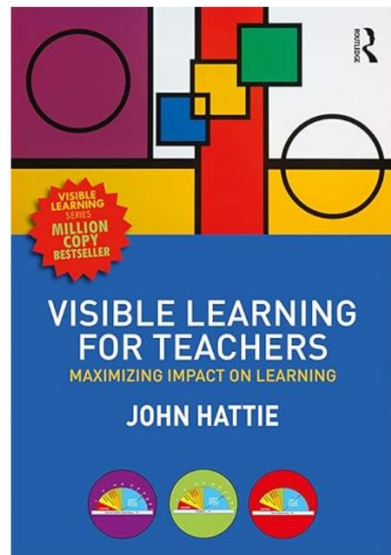
Insight: Wiliam demonstrates that formative assessment can yield **significant** learning gains for students.

John Hattie

Quote: *“The aim is not to prove learning has occurred but to improve the quality of learning as it is happening.”*

Central Ideas:

- ✓ **Formative assessment** has an effect size size of 0.68, making it one of the most impactful teaching strategies.
- ✓ The power of **formative assessment** lies in its ability to provide feedback that leads to improved instruction and improved student learning.



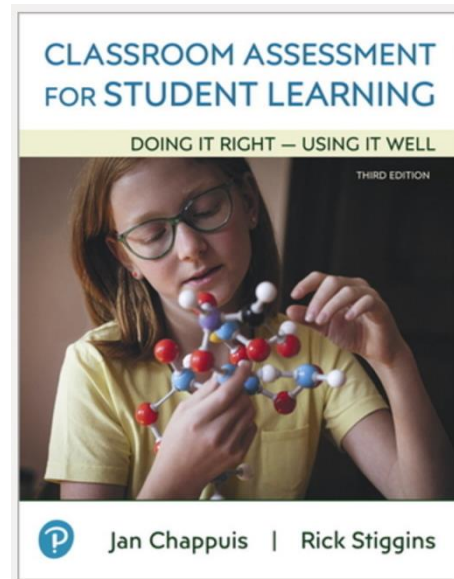
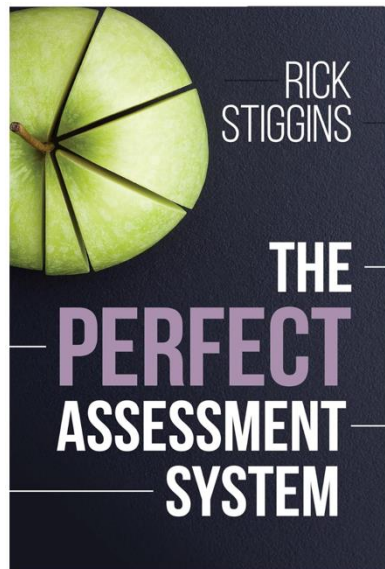
Insight: Hattie highlights that formative assessment works best when students understand the learning intentions and success criteria.

Rick Stiggins

Quote: *“Students can hit any target they can see and that holds still for them.”*

Central Ideas:

- ✓ **Formative assessment** can allow learners to know where they are headed in their learning, where they are now, and how to close the gap between the two.
- ✓ **Formative assessment** should empower students to understand how to unleash their strengths as learners capable of choosing their own paths to success.



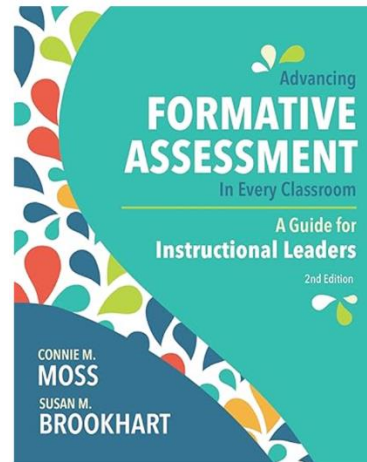
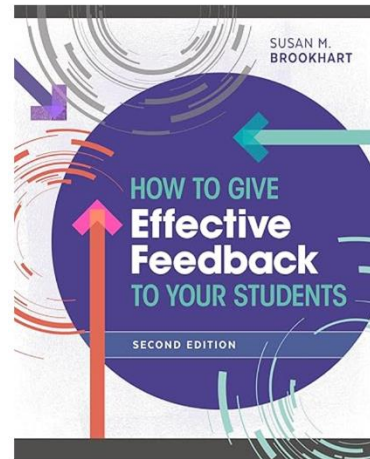
Insight: Stiggins notes the importance of clear success criteria and the role self-assessment plays in motivating students.

Susan Brookhart

Quote: *“Feedback should be more work for the recipient than the donor.”*

Central Ideas:

- ✓ High quality feedback is central to **formative assessment**.
- ✓ Feedback should focus on how students can improve and guide them to achieve their goals; *“Students need to know the learning target – the specific skill they are supposed to learn – or else “feedback” is just someone telling them what to do.”*



Insight: Brookhart’s work highlights the need for feedback to be timely, specific, and linked to learning objectives.

WHY an Assessment Series?

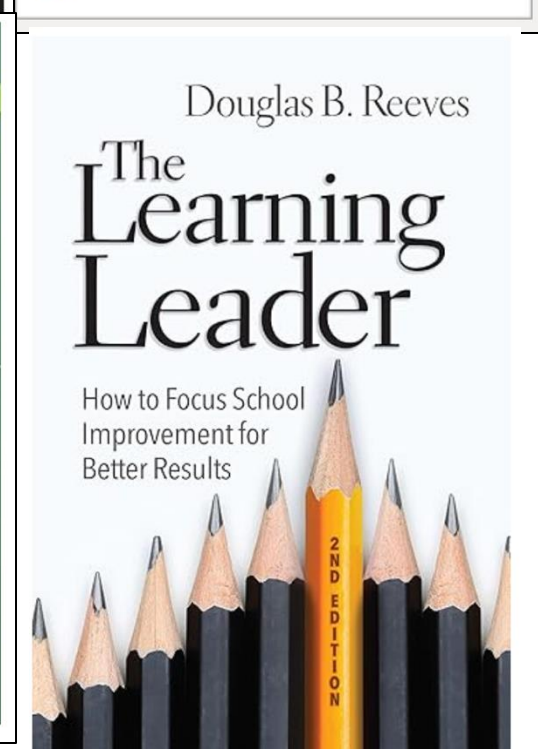
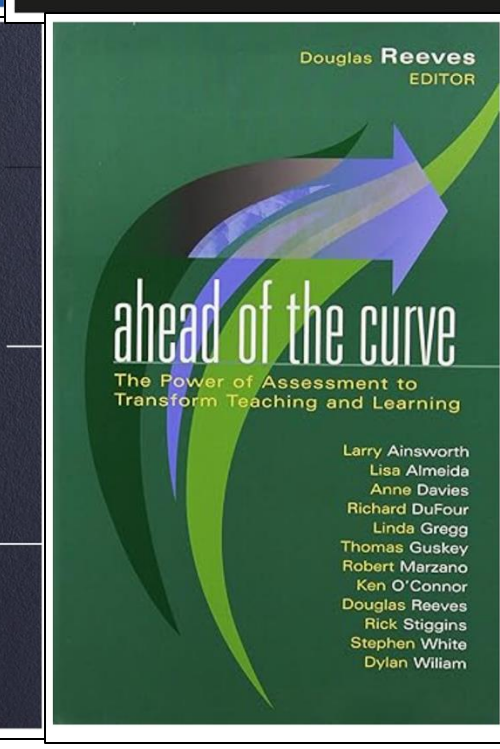
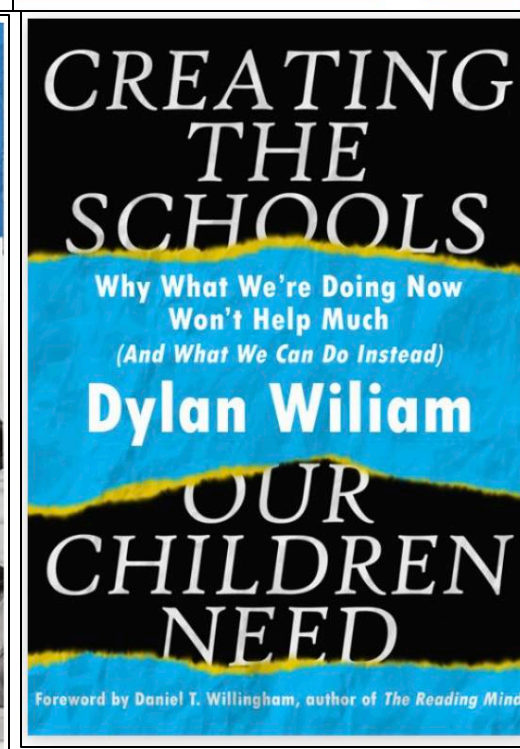
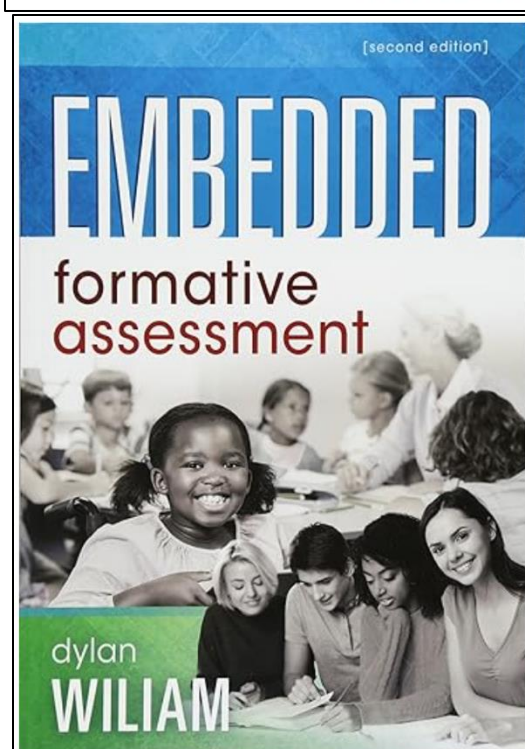
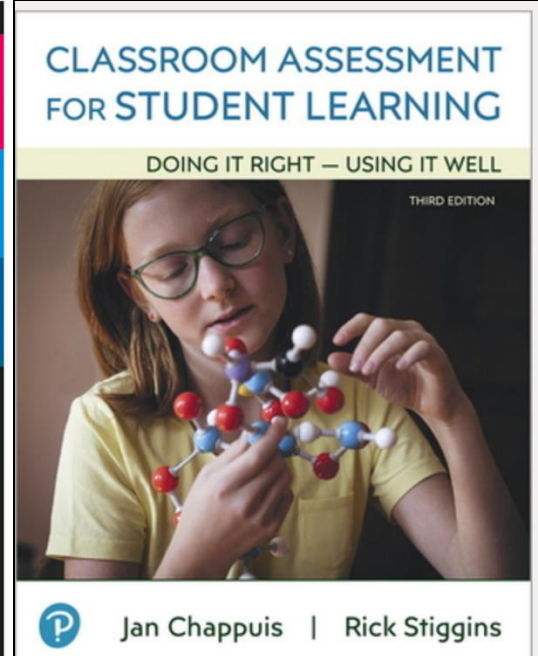
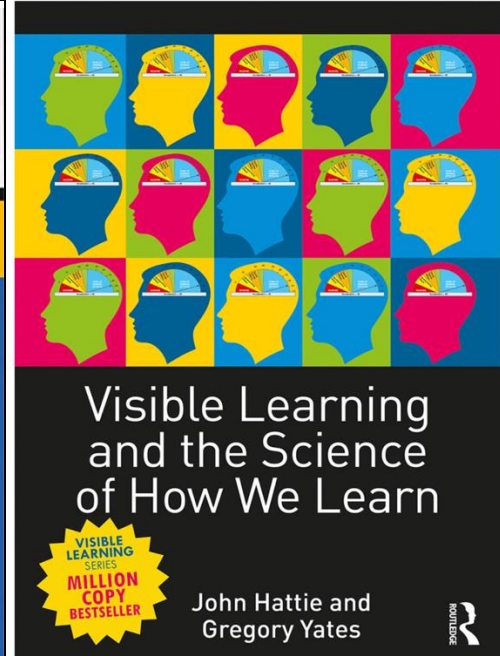
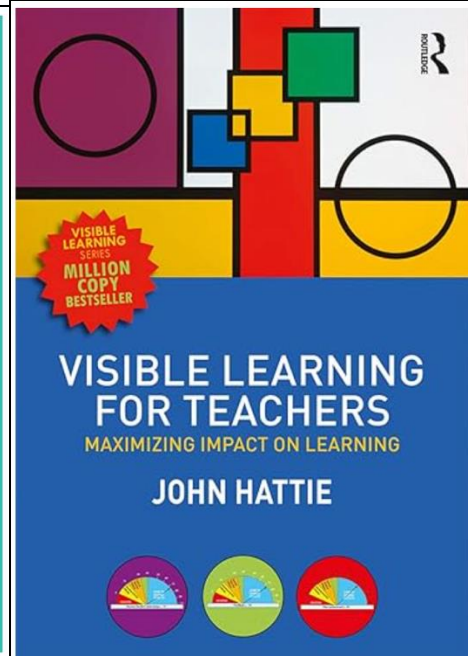
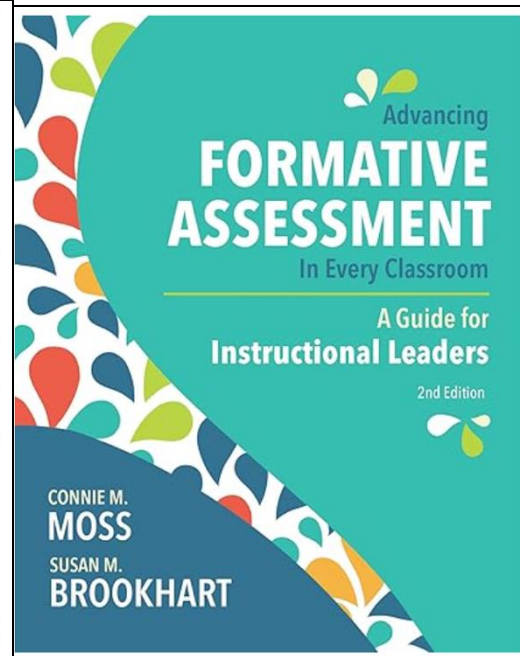
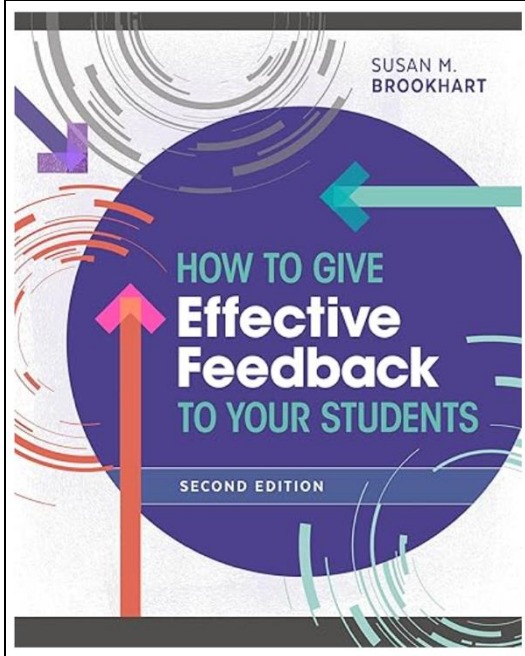
Leaders collaborate to create the conditions for educators to navigate formative assessment by:

- ✓ planning **learning** opportunities for growth,
- ✓ checking student understanding during **learning**,
- ✓ providing ongoing feedback for **learning**,
- ✓ adjusting instruction for **learning**, and
- ✓ advancing students to the next steps or level.





RESOURCES to support where you are at in the journey are available.





NDSBL

STANDARDS
BASED
LEARNING

Consider...



Consider...

- ✓ Are we clear on what we are teaching?



The number one factor affecting
student achievement is a
guaranteed & viable curriculum.

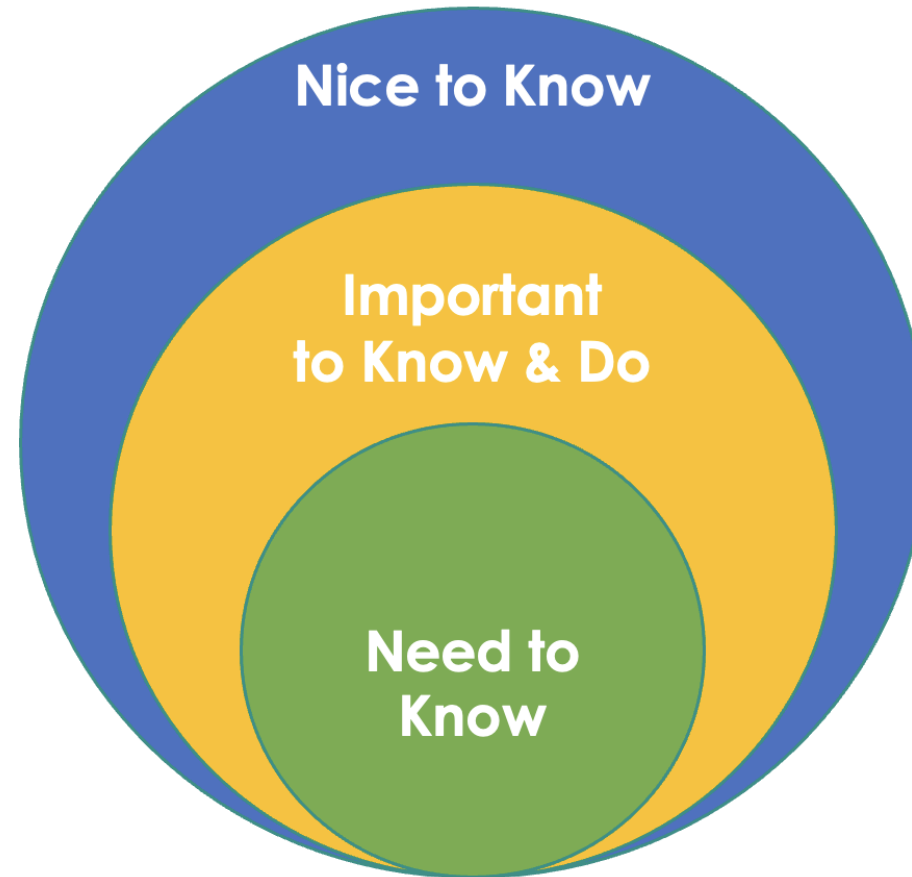
- Dr. Robert Marzano

Guaranteed & Viable Curriculum

A **guaranteed** curriculum means that we provide equitable access to essential knowledge and skills.

Viable means we can teach the specific content to the level of understanding expected in the time available to do so.

Guaranteed & Viable



Adapted from McTighe and Wiggins, Understanding by Design, 2005

Math 3.NO.NBT.3		North Dakota Proficiency Scale Number and Operations (NO): Base Ten (NBT)	
Math Attributes			
Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)	
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	Learners can reason logically using evidence and knowledge, citing evidence to support their reasoning and conclusions.	
4.0 Score	In addition to score 3.0, in-depth inferences and applications that go beyond what was taught.		
For example:	I can (suggest):		
<input type="checkbox"/> Create a number line to solve a problem.	<input type="checkbox"/> Give an estimated answer close to a given number (i.e., $4__ - 1__$: find a number less than 300, how many possible solutions can you find by using digits 0-9 only once?).		
3.5 Score	In addition to score 3.0, in-depth inferences and applications with partial success.		
3.0 Score	The student exhibits no major errors or omissions.		
Add and subtract within 1000 using place value strategies, algorithms, and/or the relationship between addition and subtraction.			
2.5 Score	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.		
2.0 Score	The student exhibits major errors or omissions regarding the more complex ideas and processes.		
Recognizes or recalls specific essential vocabulary such as:		Performs basic processes such as:	
<input type="checkbox"/> Addition <input type="checkbox"/> Subtraction		<input type="checkbox"/> Add and subtract within 100. <input type="checkbox"/> Write numbers in expanded form. <input type="checkbox"/> Use strategies to compose and decompose numbers using place value. <input type="checkbox"/> Use the standard algorithm.	
1.5 Score	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0 Score	With help, the student exhibits a partial understanding of the 2.0 content, but not the 3.0 content.		

Math 3.NO.NBT.3		North Dakota Proficiency Scale Number and Operations (NO): Base Ten (NBT)	
Math Attributes			
Problem-Solving (P)	Connections (C)	Reasoning and Proof (R)	
3-5.MA.P Learners can develop and carry out a logical plan to problem-solve situations, reflect on the reasonableness of solutions, and explore alternate strategies with guidance.	3-5.MA.C Learners can make connections and summarize related ideas using supporting evidence.	Learners can reason logically using evidence and knowledge, citing evidence to support their reasoning and conclusions.	
I can (suggest):	I can (suggest):		
<input type="checkbox"/> Give an estimated answer close to a given number.	<input type="checkbox"/> Give an estimated answer close to a given number.		
3.5 Score	I can do the skills at the 3.0 Score, and I go beyond what was directly taught to me.		
3.0 Score			
I can:	I can:		
<input type="checkbox"/> Add and subtract within 1000.	<input type="checkbox"/> Add and subtract within 1000.		
2.5 Score	I know some of the content and can do some of the skills at the 3.0 Score.		
2.0 Score			
I can understand essential vocabulary, such as:		I can:	
<input type="checkbox"/> Addition <input type="checkbox"/> Subtraction		<input type="checkbox"/> Add and subtract within 100. <input type="checkbox"/> Write numbers in expanded form. <input type="checkbox"/> Use strategies to compose and decompose numbers using place value. <input type="checkbox"/> Use the standard algorithm.	
1.5 Score	I know some of the content and can do some of the skills at the 2.0 Score, but I make mistakes.		
1.0 Score			
<input type="checkbox"/> I know some of the content and can do some of the skills at the 2.0 Score with help.			

THIS IS A SCALE.

Consider...

- ✓ Are we clear on what we are teaching?
- ✓ Are we aligned for content instruction to build solid mathematicians, writers, scientists, etc.

ELA Guaranteed & Viable Curriculum - Prioritized Standards

Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
K.F.13	1.F.5	2.F.8	3.F.8	4.F.10	5.F.10	6.C.5	7.C.1	8.C.1	9.C.1	10.C.1	11.C.1	12.C.6
K.F.4	1.F.6	2.F.9	3.F.9	4.F.12	5.F.12	6.C.6	7.C.6	8.C.5	9.C.6	10.C.6	11.C.6	12.W.6
K.F.5	1.F.7	2.F.12	3.F.12	4.C.6	5.C.1	6.C.7	7.R.2	8.R.3a	9.R.4	10.R.4	11.R.4	
K.F.6	1.F.8	2.C.2	3.C.2	4.R.2	5.C.6	6.R.2	7.R.3a	8.R.3b	9.R.3b	10.R.3b	11.R.8	
K.F.7	1.F.9	2.R.2	3.R.2	4.R.3a	5.R.2	6.R.3a	7.R.3b	8.R.8ab	9.R.8	10.R.8 a-b	11.R.9	
K.F.8 (a-c)	1.F.12	2.R.3a	3.R.3a	4.R.3b	5.R.3a	6.R.3b	7.R.7	8.R.9ab	9.R.9a	10.R.9 b-c	11.W.4	
K.F.9	1.C.2	2.R.3b	3.R.3b	4.R.8 a	5.R.3b	6.R.4	7.R.8	8.W.3	9.W.3	10.W.3	11.W.6	
K.F.12 (a)	1.R.2	2.W.3	3.R.6	4.R.8b	5.R.4	6.R.5	7.R.9	8.W.6	9.W.4	10.W.4	11.IR.1	
K.F.14	1.R.3a	2.W.4	3.W.3	4.F.14	5.R.7	6.R.8ab	7.W.2	8.WL.1ab	9.W.5	10.W.6	11.IR.2	
*K.F.8(d)	1.R.3b	2.W.5	3.W.4	4.W.3	5.W.3	6.R.9a	7.W.4	8.IR.4	9.WL.1 (b,c,e,f)	10.WL.1 (a,d)	11.IR.3	
	1.W.3	2.WL.1	3.W.5	4.W.4	5.W.4	6.W.3	7.W.5	8.IR.5ab	9.IR.1	10.IR.1	11.IR.4	
	1.W.4	2.WL.2	3.WL.1	4.W.5	5.W.5	6.W.4	7.WL.1		9.IR.2	10.IR.2	11.IR.5	
	1.W.5		3.WL.2	4.W.6	5.W.6	6.W.5	7.IR.2		9.IR.4	10.IR.3		
	1.WL.1		3.IR.3	4.WL.1	5.WL.1	6.W.6			9.IR.5	10.IR.4		
				4.IR.3	5.IR.2	6.WL.1				10.IR.5		
					5.IR.4	6.IR.2						

PLC Question #1 – What do we want students to know and be able to do?

Consider...

- ✓ Are we clear on what we are teaching?
- ✓ Are we aligned for content instruction to build solid mathematicians, writers, scientists, etc?
- ✓ Are we mapped for content instruction and student learning?

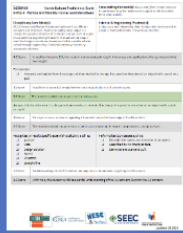
August

September

October

November

December



January

February

March



April

May



How do educators map their curriculum?

- TEACHING
- LEARNING



"Students
who can
identify
what they
are learning
significantly
outscore
those
who cannot."

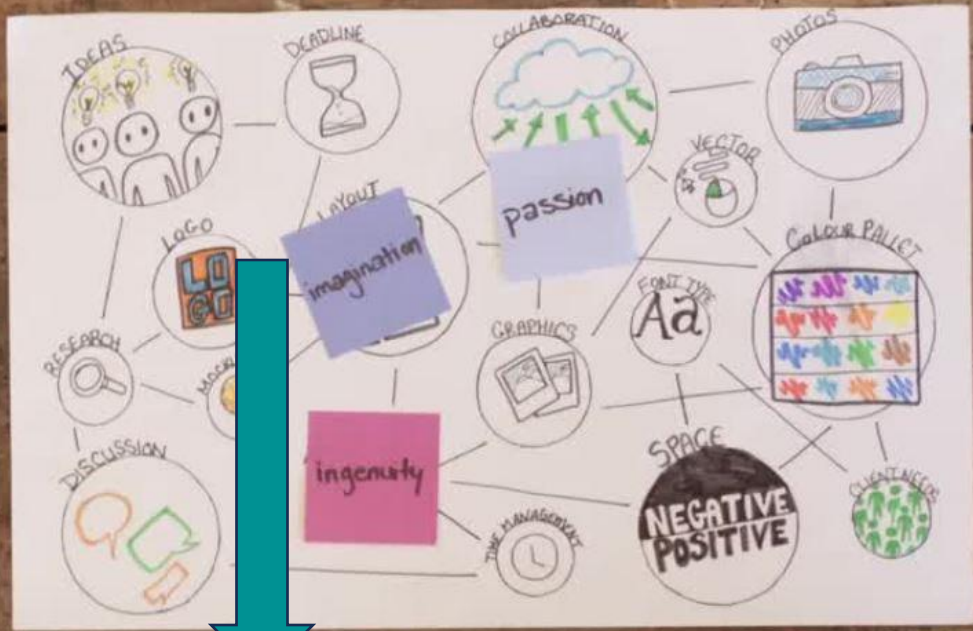
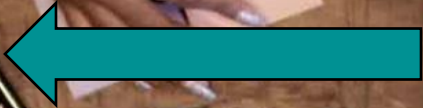
Robert Marzano

Consider...

- ✓ Are we clear on what we are teaching?
- ✓ Are we aligned for content instruction to build solid mathematicians, writers, scientists, etc?
- ✓ Are we mapped for content instruction and student learning?
- ✓ Are we well-planned for classroom instruction and what does that look like at our school?

Checks for Understanding

Intentional
Planning



Differentiation



Student
Engagement

Intentional planning for quality core instruction for all students.

Checks for understanding to gather evidence of student growth over time.

Standard - <u>3.NO.NBT.3 - Add & subtract within 1000.</u> Foundational Skill - <u>Write number in expanded form.</u>	
Model	Math Mat, 100 flats, 10 sticks, cubes, dry erase marker/eraser for gradual release expanded form equations instruction Teacher models with students - 1) $76 + 14$ 2) $92 - 25$ 3) $65 + 18$ 4) $51 - 13$ Students model with teacher - 1) $17 + 24$ 2) $63 - 25$ 3) $77 + 12$ 4) $52 - 11$ Partner models - 1) $80 + 24$ 2) $92 - 25$ 3) $65 + 18$ I model - 1) $36 + 22$ 2) $92 - 16$
Dialogue	White board, dry erase marker/eraser, small group Math Talks with teacher I model while explaining my thinking - 1) $18 + 27$ 2) $45 - 16$
P/P	Exit ticket - p.138, # 12-16 District Resource
Tech	IXL code: X6Y
Response Cards	Yes & No Cards and a Partner <u>Yes, No, because</u> preview play for <i>Expanded form Missing number Partner game</i>
Game	<i>Expanded form Missing number Partner game</i>

Explicit Instruction - Gradual Release

Rotations – Practice Knowing

Rotations – Practice Showing Knowing

Rotations – Practice Showing Knowing

1

2

3

4

5

The teacher knows the performance level of each student at the end of the math class.

Formative Assessment

“Without timely and targeted feedback, students can’t improve, and we can’t ensure that every student learns at high levels.”

Mike Mattos

Mattos, *Taking Action: A Handbook for RTI at Work*

Formative Assessment

“Formative assessment gives us the data we need to intervene effectively and in a timely manner.”

Mike Mattos

Mattos, *Simplifying Response to Intervention*

Consider...

- ✓ Are we clear on what we are teaching?
- ✓ Are we aligned for content instruction to build solid mathematicians, writers, scientists, etc?
- ✓ Are we mapped for content instruction and student learning?
- ✓ Are we well-planned for classroom instruction and what does that look like at our school?
- ✓ **TEACHERS TEACH**

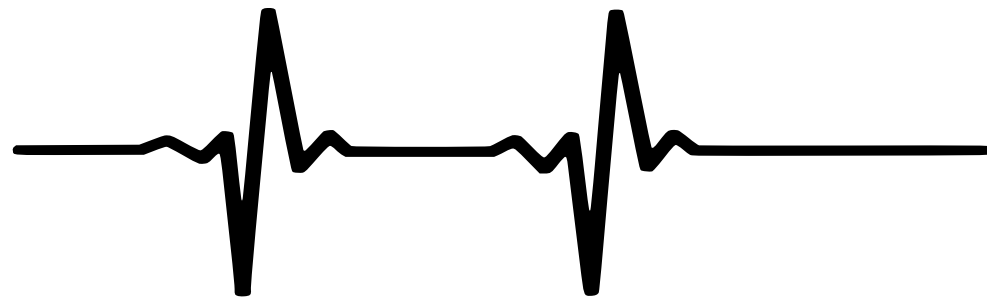


WHY an Assessment Series?

A teacher delivers quality instruction and almost immediately **students begin responding**.

How students respond **directs a teacher** to **provide feedback** and **informs instruction** & next steps.

Practitioner friendly sessions support use of assessment for **responsive teaching**.



Chat Pulse

What is a healthy next step to proceed with to grow check for understanding practice in your role?

1. Multiple checks daily during learning
2. Daily check near the lesson's end
3. Biweekly checks
4. Weekly checks

Summative Assessment

Summative Assessment

“Effective summative assessments are aligned with learning goals and are designed to measure the most critical knowledge and skills students need to master.”

Dr. Robert Marzano

Marzano, *Designing & Teaching Learning Goals & Objectives*

Perspectives on Summative Assessment

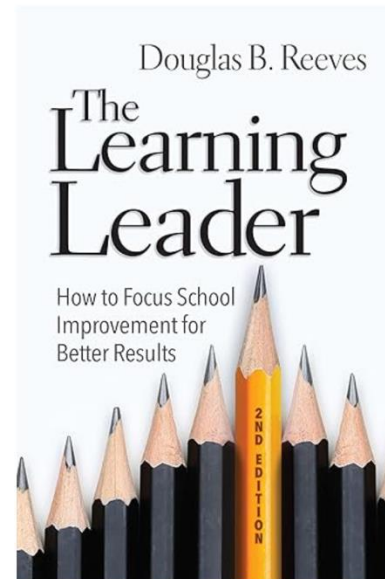
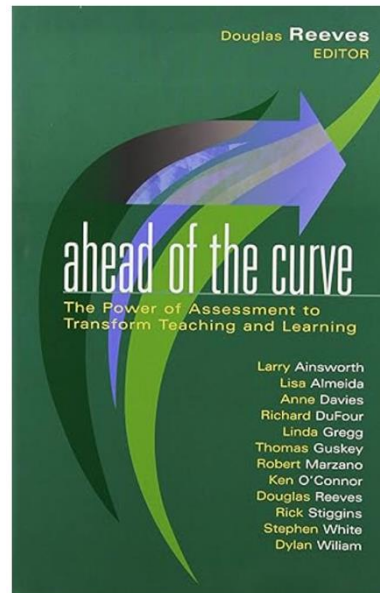


Doug Reeves

Quote: “Summative assessments provide an important snapshot of student performance and must be used with other data for the whole story.”

Central Ideas:

- ✓ **Summative assessments** are a great way to determine whether students have mastered the standards and competencies after the learning process has occurred.
- ✓ The value of **summative assessment** lies in guiding future teaching and learning rather than merely serving as an endpoint.



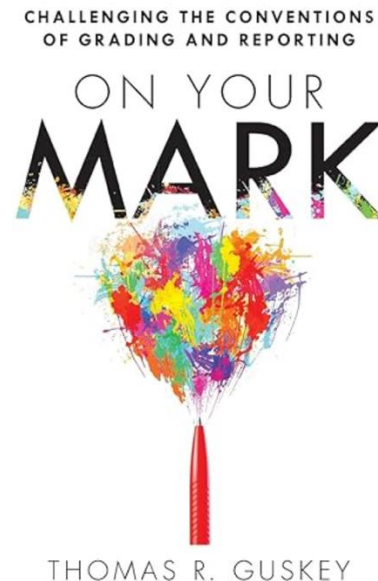
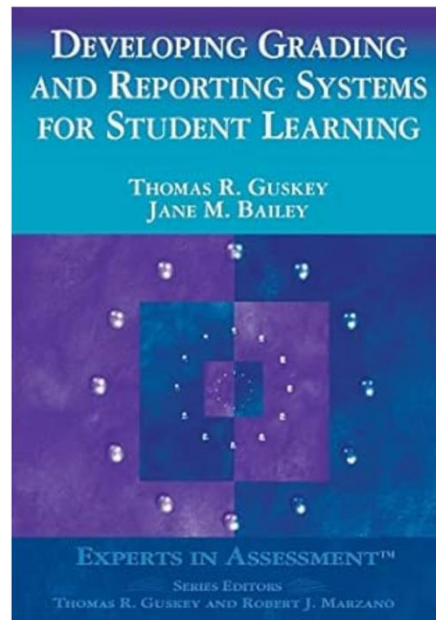
Insight: Summative assessments should complement formative assessments in an approach that prioritize learning outcomes.

Thomas R. Guskey

Quote: “Effective summative assessments are those that are tightly aligned with clearly articulated learning goals and standards.”

Central Ideas:

- ✓ **Summative assessment** is essential for helping us evaluate whether our educational goals and standards are being met.”
- ✓ While **summative assessments** summarize learning, their greatest value comes when results are used to inform decisions about teaching and learning improvements.



Insight: Guskey emphasizes the feedback loop from summative assessment data is essential for driving instructional improvement.

During Learning
Checks for Understanding


*How do teachers use the information
in real time?*

Actionable Feedback
Adjusted Instruction
Next Steps

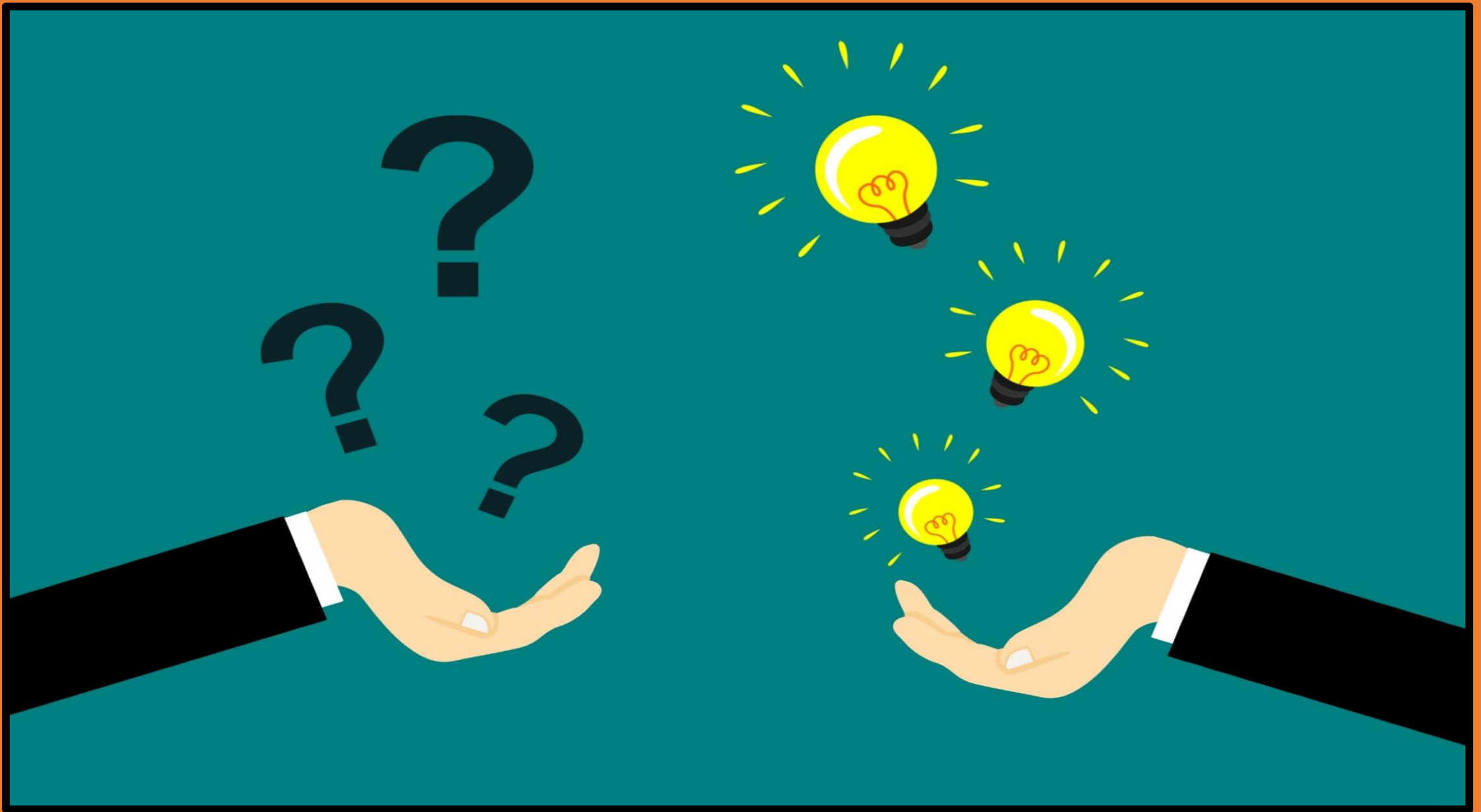


What teacher checks for understanding might be prioritized during learning, and how do these practices position students and teachers?

NDSBL Charting the Course Series

Tuesday January 14, 2025	Session 1 – Defining Assessment, Examining Perspectives & Making Connections
 Tuesday February 4, 2025	Session 2 – Classroom Checks for Understanding & Feedback for Learning
Tuesday February 25, 2025	Session 3 – Steps to Guide, Student & Teacher Roles, and a Process for Checks for Understanding





Thank you

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Educators who focus on the **needs** of students and the **results** they are getting from daily instructional practices, are powerful beyond measure.