

Colorado Content Collaboratives

Appreciative Inquiry Activity Session Notes

February 1, 2012

Appreciative Inquiry Activity

1. Please describe your most successful experience to date in the development of and/or use of high quality assessments of student learning.

2. a) What were the values, attributes, practices and/or outcomes for you and/or your students that made this such a successful experience? B) Upon reflection, what is it that you learned as an educator from this experience?

Listed below are the main theme areas identified in response to the above prompts, along with detail on values, attributes, practices, and outcomes for students and teachers. Some duplication exists for emphasis.

Student involvement/Student Behavior

- ◆ High student engagement and student centered
- ◆ Student buy in and involvement with the process
- ◆ Student feedback
- ◆ Progress monitoring
- ◆ Real world transfer
- ◆ Collaboration
- ◆ Endurance
- ◆ Student ownership of the process

- ◆ Teamwork
- ◆ Engaged
- ◆ Success
- ◆ Reflective learning from the process
- ◆ Quality student feedback, rigor, high performance
- ◆ Purpose is to think of creating artists rather than validating a program
- ◆ Student-generated rubrics (to give students direction and buy-in)
- ◆ Student ownership/self motivation

Teacher Behaviors

- ◆ Reflective practice
- ◆ Commitment to high quality instructions through curriculum and assessment
- ◆ Immediate instructional decisions are made based on data discussions
- ◆ Encourages adult collaborations
- ◆ Consistent use of measures over time

Feedback

- ◆ Feedback for students
- ◆ Critique
- ◆ Continuous feedback

Critical thinking

- ◆ Depth of Knowledge (DOK)
- ◆ Assess thinking and problem solving from inquiry

- ◆ High level thinking tasks
- ◆ Pulls away from trivia to higher order thinking/analysis

Types of Assessments/Informs Instruction

- ◆ Varied assessment modes to help get a clear picture of student
- ◆ Depth of Knowledge—3 or 4
- ◆ Critical thinking leading to success
- ◆ Performance tasks
- ◆ Differentiated assessment to provide relevant data for GT, ELL, SPED, etc.
- ◆ Deeper understanding that is critical to let the score lead them to info about individual students
- ◆ Empowerment—teachers impacts/drives instruction
- ◆ Multiple measures of growth (body of evidence)
- ◆ Can be personalized
- ◆ Multi-age/multi-grade
- ◆ Large groups or individual
- ◆ Easy to administer
- ◆ Can use/do at home
- ◆ Flexible and adaptable
- ◆ Ease of use for practitioners

Content Knowledge/Transfer of Knowledge

- ◆ Transferable
- ◆ Transfer of knowledge and skills

- ◆ Internalized
- ◆ Assessments force a deeper understanding of the standards
- ◆ Thoughtful planning including professional development. Teachers see plan as valuable.
- ◆ Deeper content knowledge led to deeper understanding of value of assessment
- ◆ Questioning/Inquiry

Intentional

- ◆ Respects and motivates learning potential

Objective-standards based

- ◆ Clear expectations/rubric
- ◆ Clarity of learning objective

Integrated with technology and content

- ◆ Greater use of technology
- ◆ Connections
- ◆ Integrated assessments

Use of data

- ◆ Positive presupposition of data
- ◆ KLEW Formative as well as Interim and Summative
- ◆ How assessments are used
- ◆ Results are prescriptive/easy to interpret
- ◆ More focused conversations on data driven instruction

- ◆ Root cause analysis and reflection
- ◆ Evidence based assessment is critical
- ◆ Assessments gave talking points for data discussion
- ◆ Growth over time
- ◆ Don't just give assessments, use assessments to drive instruction
- ◆ All students can learn, sometimes takes diagnostic investigation

Relevant/Meaningful/Engaging/Real World Application

- ◆ Applicable
- ◆ Authenticity/real
- ◆ Authentic
- ◆ Real-world application (relevancy)
- ◆ Performance-based assessment on instrument playing (observed, immediate feedback, rubric), real world application
- ◆ Engaging
- ◆ Game-like
- ◆ Fun
- ◆ Motivating
- ◆ Interactive
- ◆ Don't leave with a sense of failure
- ◆ Visual/hands on

Development process

- ◆ Collaborative in nature
- ◆ Clear target
- ◆ Rigor
- ◆ Outcomes have a product, something to try out and react to
- ◆ Passion

Teachers' Attitudes

- ◆ Change in instruction
- ◆ Building rapport with students and teachers
- ◆ Valuing the assessment
- ◆ We can show what kids can do. More than we think.
- ◆ Results are actionable

Conceptual Basis

- ◆ Concept based curriculum leads to concept based assessment
- ◆ Assessment helps teachers and students rise to the challenge of rigor

Divergent Outcomes

- ◆ Music—quarterly assessment base on 4 standards; paper & pencil, short answer. Results.
- ◆ Approximately 50-50 split between math-based ability and language arts-based ability
- ◆ Music Theory—Playing and identifying components by ear (evokes higher level reaction—Blooms

- ◆ Divergent outcomes

Peer and Self Reflection

- ◆ Peer evaluation of assignment as an oral presentation based on rubric or requirements
- ◆ Student opportunity to self-assess
- ◆ Reflection of process
- ◆ Peer and self reflection
- ◆ Self-corrective

Measures Growth

- ◆ Adjusts level based on performance
- ◆ Measures growth
- ◆ Immediate/timely feedback

Clear Criteria for Student Improvement

- ◆ Comprehensive
- ◆ Identified criteria for improvement
- ◆ Modeling/Exemplars
- ◆ Clear expectations/structure

Lessons Learned from the Activity

- ◆ Encouraged that there are shared ideas!

- ◆ Many of the classes are multi-grade level—need to remember this
- ◆ Remember how valuable student input is
- ◆ Have a much broader view of assessments
- ◆ “Assessment” is not a dreaded word
- ◆ Talking to each other is enlightening—remember this!

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Summary of Observations, Questions, and Feedback from Use of Assessment Review Protocol and Tool

February 2, 2012

The Arts

- Can we utilize electronic version of assessment tool in the future?
- Can we share power point slides with others? Answer: Yes!
- Can we share the assessment tool with others? Answer: No! Not until the tool as been vetted by the Technical Committee and refined.
- Can we streamline how we refer/use the Evidence Outcomes on the Assessment Tool?
- Can add “partial alignment” in the section for GLEs with specific coded Eos that meet requirement?
- Page 4 and page 7 imply advanced learners but specific criteria is not clear enough (e.g. Gifted and Talented)
- Please clarify what “Academic Language” means
- Where is the Depth of Knowledge for the Arts?

Social Studies

Positive Comments:

- Felt that the experience on Wednesday allowed them to work together more productively. They had built a level of comfort and trust that made their work more productive.
- Allowed for depth of conversation related to the standards.
- The questions helped to focus on the elements of the assessment that are important
- The criteria pushed you to look further and deeper into the assessment and be more specific about your feedback.

- The criteria helped keep you on task.
- Most beneficial aspect is that the criteria allow the reviewer to provide evidence for the claims they are making about an assessment.

Questions to be Addressed

- Page 5 – questions 2 and 4 are too similar – needs more clarity, currently seems redundant?
- Page 7 – language needs to be simplified. Provide more direct instruction for what is being asked of the reviewer.

Reading, Writing, and Communicating

Reactions to the Process

- Provides a well rounded view of the assessment
- Progressive in nature, i.e. each section builds on and adds to the prior section
- Raised good questions about the assessment, e.g. are we measuring skills or use of English?

Suggestions

- Work with a screen view of what's being discussed, e.g. LCD or,
- Go digital with our work, e.g. Google docs, Moodle, etc
- More interaction with observers (staff and experts), as appropriate
- Work initially in grade level strands, then expand to assess vertical articulation
- Add numbers to the sections of the tool for easier reference to where we working, or where discussion is occurring
- Clearly state our purpose when working, e.g. analyze the tool or approve it
- Provide copies of the standards with Depth of Knowledge and Evidence Outcomes identified