

Utilizing Authentic Assessment Within the Classroom

UACTT Summer Conference 2014

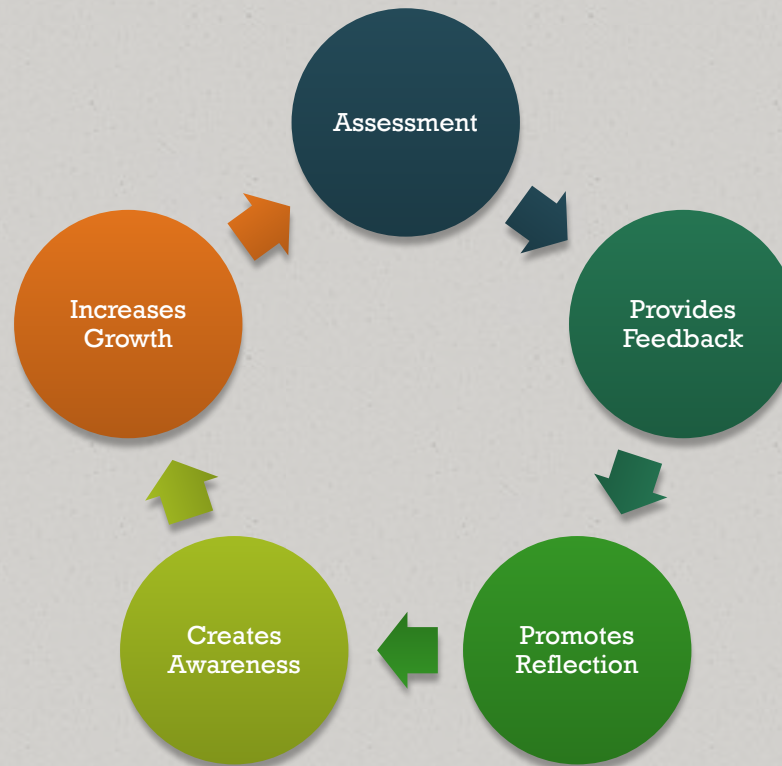
Julie Sauve

Let's Begin With a Pre-assessment...

When you hear the
word “**assessment**”
you think of....

What types of
assessments do you
already use in your
classroom?

Assessments = Growth



Small Group Discussion:

How do you **know** if a student is learning and growing in your class in general?

Do you know ***specifically*** how well they understand the material **everyday** as they walk out of your classroom?

Do you use your knowledge of their level of knowledge to **inform** your next lesson?

Small Group Discussion:

How do your students **know** if they are learning and growing in your class in general?

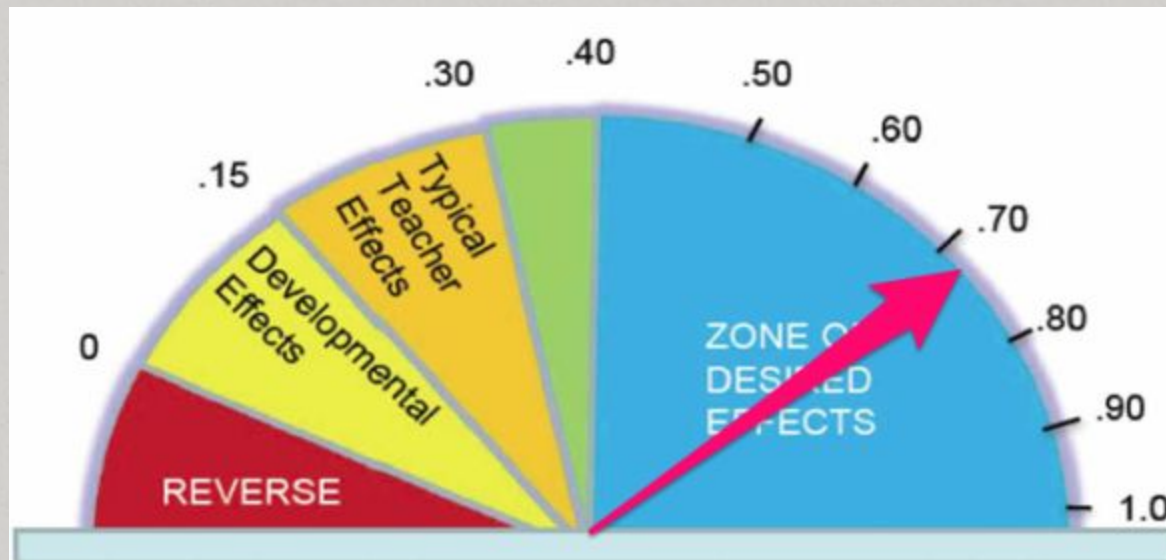
Do they know *specifically* what they have learned as they walk out of your class *everyday*?

Do they know that this knowledge will be linked to the learning awaiting them next class period?

The Need For Frequent Feedback

Why is feedback so important?

According to Hattie's meta-analysis of visible learning, increasing **Feedback within the classroom** had an achievement effect size of .72. Meaning, the more feedback given, the more your students will achieve!



Formative Vs. Summative

- 0 **Activity:** Create a Venn Diagram that indicates the similarities and differences between formative and summative assessment

Formative Assessments: Signals

- 0 **Signals** can be used by students to **quickly** indicate their understanding of the concept presented in a lesson. The teacher can **quickly scan the classroom** and assess who understands the concept, who may need more help, and who does not have the idea at all.
- 0 The use of signals relies on two things: the ability of **students to assess their own understanding** of the concept, and their **willingness to be honest about where they are** on the learning continuum. The latter is fostered by a classroom climate where it is safe to say, "I don't understand."

Examples of Signal Activities:

- 0 Fist to Five

- 0 Thumbs Up, Side, Thumbs Down

Formative Assessments: Questioning and Observing

- 0 Asking better **questions** affords students an opportunity for **deeper thinking** and provides teachers with significant insight into the degree and depth of student understanding. Questions of this nature **engage students** in classroom dialogue that expands student learning.
- 0 The more we know about students, the more we can help them. **Observations** can help teachers determine what students do and do not know. Being an **active observer and coach** in your classroom will open up your understanding of where your students are as far as their learning goes.

Resources to Strengthen Questioning and Observing:

- 0 <http://wvde.state.wv.us/teach21/Questioning.html>
- 0 <http://wvde.state.wv.us/teach21/Observations.html>
- 0 **Strategies** to try to keep all students engaged in the discussion:
 - 0 Cold Call
 - 0 Equity Sticks
 - 0 Choral Responses
 - 0 White Boards

Formative Assessments: Visual & Kinesthetic Activities

- 0 **Visual activities** offer the teacher a quick way of assessing student depth of understanding regarding a specific concept and the ability to adjust instruction immediately to address student needs. Because students are using **another art-form** to express their knowledge, they are more likely to remember what they've learned.
- 0 Kinesthetic assessments are a good way to **add movement** in the classroom and allow teachers to determine the **depth of student learning in a non-verbal form** to inform their instructional decisions.

Examples of Visual & Kinesthetic Activities:

- o Tableaus & Improv
- o Inside/Outside Circle
- o 4 Corners
- o Artistic Representations
- o Graphic Organizers, Maps or Webs

Formative Assessments: Self and Peer Evaluation

- 0 **Peer and self-assessment** help to create **a learning community** within the classroom. When students are involved in criteria and goal setting, self-evaluation becomes a logical step in the learning process. **Students become metacognitive** and are more aware of their personal strengths and weaknesses.
- 0 With **peer assessment** students begin to **see each other as resources** for understanding and checking for quality work against previously determined criteria.
- 0 The **teacher** can examine the self-assessments and the peer assessments and identify **students' strengths and weaknesses**. "When students are required to think about their own learning, articulate what they understand, and what they still need to learn, achievement improves." (Black and Wiliam 1998)
- 0 When the class is aware of the **set of standards** by which they will be evaluated (aka, the rubric) they will use this as a tool to help one another grow.

Examples of Self and Peer Evaluation:

- 0 Preview Performances & Workshops

- 0 Self-Reflection/Journal Entries

- 0 Objective Trackers

Formative Assessments: End of the Day Summarizing

- 0 We all know that a good lesson ends with the teacher summarizing what was taught that day.
- 0 A great way to assess the students learning is to have the students participate in this process so that they are learning from each other, and you are learning from them!

Examples of End of the Day Summarizing:

- 0 One Sentence Summaries

- 0 Think, Pair, Share

- 0 3,2,1

- 0 Exit Tickets

Summative Assessments

- 0 Make sure that **students know** what the summative assessment will be at the **start of the unit**.
- 0 **Connect** the summative assessment directly to the specific **standards** you are measuring.
- 0 If you've used **formative assessment** well, the student will be less nervous about the summative assessment because they already **know where they're at**.
- 0 Give **standard based rubrics** out at very beginning of unit so they know what they have to master

Tips to Make a Solid Rubric

1. Identify and assess **standards** from the State Core
2. **Scale Labels** – Select labels that are appropriate for level, but aren't discouraging
3. Includes an **even number** of proficiency levels –
With a clear definition of what each skill level looks like.
4. Include a **realistic number** of concepts to assess
5. Provide students with **real feedback** about their performance – Written or verbal as well

Rubric Resources:

- 0 <http://www.collierschools.com/english/1a/docs/Drama%20Guide.pdf>
- 0 <http://www.p12.nysed.gov/ciai/arts/public/theatresupplement.pdf>
- 0 http://www.mfaa.msde.state.md.us/source/MDFAdelivering_2d_3b.asp#top

Student Learning Objectives

- 0 Mandated by the State – Will vary by district
- 0 Will measure the growth and progress of students throughout a unit/semester or year
- 0 Teacher will use many formative assessments and one large summative assessment as a way to track student growth
- 0 Data about student growth will be collected by the teacher and students throughout the process
- 0 Teacher will report final data and student growth – This will be part of the new teacher evaluation system
- 0 You will receive specific training from your district as to how they will implement this into schools

Example of an SLO

Edna de Vries	Julie Sauve
School Name	Alta High School
District Name	Canyons School District
Year/Update	2014

Planning Template

Directions: This planning template is designed to assist with professional development for educators as they learn to create Student Learning Objectives (SLOs). A complete SLO must include the information on **Learning Goals, Assessments, and Targets** found in the sections below.

The recommended Utah SLO template for district, school, and educator use is available at <http://schools.utah.gov/cert/EducatorEffectiveness/Project/Resource.aspx>. For efficiency purposes, educators may choose to use the **Utah online SLO template** also available at this site. Instructions and examples are imbedded into the online template for convenience.

Course/Grade Level Information	
Course Name	Theatre Foundations IV
Br of Course Description and Number of Students	There are two basic goals in theatre education: finding meaning in works of theatre art through the study and appreciation of theatre as an art form, and constructing meaning in works of theatre art through the study and skill development of theatre techniques in the creation of that theatre art. To these concepts this course adds depth as well as breadth through the study of scripting suspense; establishing historical and cultural worlds (Shakespeare); using accents and dialects; emotional connection; subtext; symbolic design; theatre careers; the directing concepts of vision, staging, and producing; play reviews; arts integration within a dramatic presentation; and advanced theatre assessment strategies. The prerequisite for this course is Foundations I, II, or III (1800, 1810, or 1820).
Grade Level(s)	Grades 8-12
Process, Implementation Timeline, and Sign-Offs	
Names and current job positions of those developing this SLO	Alyn Bone, teacher, Syracuse Jr. High School District, Julie Sauve, Alta High School, Canyons School District
Administrator/Supervisor Name and Title	Sharee Jorgensen, Canyons District Fine Arts Specialist
Administrator/Supervisor sign-off of initial SLO Date final SLO is due to determine educator effectiveness rating	Sharee Jorgensen May 20, 2014

Utah SLO Template/Revised for Utah 1 & 1A: School Standards Committee for Assessment 2014

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Establish a Learning Goal: Write your proposed **Learning Goal**. Then thoroughly complete the planning information. The planning information is used to guide the **SMART** review. Finalize your **Learning Goal** (as needed) once you have completed the **SMART** review.

Specific – Learning Goal is focused on the big idea and Utah Core content standards. Measurable – Learning Goal is able to be appropriately and adequately assessed (note the Assessments section below will identify the specific assessment to be used). Appropriate – Learning Goal is within the educator's control to effect change and is important and meaningful for students to learn during the identified time span. Realistic – Learning Goal, while ambitious, is achievable for both educators and students, during the time span identified. Time Limited – Learning Goal can be evaluated within the time under the educator's control.

A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.

Proposed SLO Learning Goal	
Write the proposed SLO Learning Goal then complete the planning information.	Students will use the basic elements of design through interpreting and organizing multiple aspects of technical theater.

Utah SLO Template/Revised for Utah 1 & 1A: School Standards Committee for Assessment 2014

Example of an SLO

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District Name	Canyons School District
Date Updated	2/10/14

A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.	
Planning Information for the Learning Goal	
Identify the big idea supported by the Learning Goal.	Artists use both aesthetic and critical processes to design and critique quality, interpret meaning, and determine value.
List all Utah Core content standards that are associated with this big idea. (include the text and code of the standards)	Standard 3: Designing/Implementing Students use the basic elements of design. Objective A: Visualization Emotion design ideas for dramatic presentations. Plan design ideas to accommodate all environments, situations, and characters in a dramatic presentation (i.e., from the viewpoint of set, costume, lighting, sound, make-up, and props). Articulate the required skills and responsibilities of a theatre designer; i.e., from the viewpoint of set, costume, lighting, sound, make-up, and props. Create a floor plan for a dramatic presentation, e.g., solve the problems of scenic elements such as furniture, entrance ways, action needs. Objective B: Technology Investigate the technical skills required to execute a design. Articulate the technical skills required to implement a design concept; i.e., from the viewpoint of set, costume, lighting, sound, make-up, and props. Utilize new electronic technology to enhance a dramatic presentation.
Explain why this Learning Goal is important and meaningful for students to learn.	Students of Theatrical Arts explore how the aesthetics of the world around them relates to designing for a story and communicating emotion through design.
Describe how the Learning Goal requires students to demonstrate deep understanding of the knowledge and skills of the standards or big idea being measured.	In order to analyze, interpret, and critique with evidence, the learning goal will require students to demonstrate strategic thinking and reasoning. Therefore the Learning Goal is at a DOK Level 3.

Utah SLO Template/Revised for Utah 1-4-14's Official Standards for Student Learning (2014)

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A Learning Goal describes what students will be able to do at the end of the course or grade based on course or grade-level Utah Core content standards and curriculum.	
Planning Information for the Learning Goal	
Being specific to the different aspects of the Learning Goal, describe the instruction and strategies that will be used to teach this Learning Goal.	Instructional methods include: demonstrating, interpreting and organizing the technical aspects of a performance such as lighting, set, props make-up and costume design.
Identify the time span for teaching the Learning Goal (e.g., daily class - 45 minutes, two days a week for the entire school year).	Throughout an 8 week unit for 80 minutes every other day throughout a semester/year course, students will be learning and synthesizing their understanding of the various aspects of elements of design in the theatrical arts.
Explain how this time span is appropriate and sufficient for teaching the Learning Goal.	Eight weeks will allow introduction to design concepts which will then be utilized throughout the course. The concepts will be expanded weekly in specific technical theater areas throughout the semester course.
Final SLO Learning Goal	
From the SMART review above, finalize the SLO Learning Goal.	Students will understand and analyze the basic elements of design in theatrical arts through interpreting, creating productions using multiple aspects of technical theater, and critiquing through reflective essays using evidence from various assignments.

Utah SLO Template/Revised for Utah 1-4-14's Official Standards for Student Learning (2014)

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Elaborate Name	Julie Sauve
School Name	Alta High School
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Document Assessments and Scoring: Use the planning information below to develop and tailor the description and use of **Assessments and Scoring**.

Assessments are standards-based, of high quality, and designed to best measure the knowledge and skills found in the SLO Learning Goal. Assessments should be accompanied by clear criteria or scoring rubrics to describe the level at which students have learned.	
Planning Information for Assessments and Scoring	
Explain how student performance is defined and scored using the chosen Assessment(s) . Include the specific scoring rubric and/or criteria to be used.	Formative assessments will be done throughout the unit for each topic. Rubric will be used for final performance and portfolio.
Describe how often you will collect data to monitor student progress toward the Learning Goal.	Assignments (e.g., notes, rubric assessments, process and production photos, programs, research, published reviews, letters, and reflective statements) will be collected weekly and will become part of the cumulative portfolio.
Explain how you will use this information to differentiate instruction for all students toward the Learning Goal (e.g., gifted and talented, ELL, special education).	ELLs will require the use of visuals, simplified instructions, and varied forms of demonstration. Students on IEPs will require individual accommodations based on individual needs. Advanced students initiate, define, and solve challenging problems independently. Maintaining 90 % of the requirements based on the rubric. Struggling students not identified by the aforementioned sub-groups will be accommodated based on individual needs.
Assessment(s) for the SLO	
Describe the Assessment(s) (i.e., performance tasks and their corresponding scoring rubric(s)) that measure the level of students' understanding of the Learning Goal ¹ .	Students will create a performance that demonstrates the use and understanding of the design elements researched and publish a portfolio reflecting content and process from across the term: e.g. notes, rubric assessments, process and production photos, programs, research, published reviews, letters, and reflective statements.

Assessments and scoring rubrics need to be rated as high quality using the Utah Assessment Review Tool.

Utah SLO Template (Revised for Utah 1 & 1A) Special thanks to Christine for feedback 2014

Elaborate Name	Julie Sauve
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Establish Targets: Use the planning information to guide you to establish student learning **Targets**.

Targets: Targets are used to effectively project levels of proficiency toward the Learning Goal. Identify the expected student learning outcomes by the end of the instructional period for the whole class as well as for different subgroups, as appropriate.									
Planning Information for setting Targets used to establish Educator Evaluation Ratings									
Describe the courses, past assessments, and/or experiences used to establish expected Target outcomes for students' understanding of the Learning Goal.	Grades and content learned in previous Theatre courses will be reviewed. In addition, students will be given a pre-assessment in which they will outline the technical elements that would enhance a given character's performance. This information will determine the current levels and the expected target outcomes.								
Identify the past performance (e.g., grades, test scores, etc.) of students in the identified courses, assessments, or other sources of information to categorize student levels as their starting points prior to instruction and learning.	Based on the above information, the percentage of students in the three groups are as follows:								
	<table> <tr> <th>Level</th><th>Starting # or %</th></tr> <tr> <td>Low</td><td>7/19 37%</td></tr> <tr> <td>Average</td><td>8/19 42%</td></tr> <tr> <td>High</td><td>4/19 21%</td></tr> </table>	Level	Starting # or %	Low	7/19 37%	Average	8/19 42%	High	4/19 21%
Level	Starting # or %								
Low	7/19 37%								
Average	8/19 42%								
High	4/19 21%								
Expected SLO Student Learning Targets									
Using students' starting points, identify the number or percentage of students expected at each Target based on available data about their performance(s). Include any appropriate subgroups.	<table> <tr> <th>Level</th><th>Starting # or %</th></tr> <tr> <td>Low</td><td>0/19 0%</td></tr> <tr> <td>Average</td><td>5/19 26%</td></tr> <tr> <td>High</td><td>14/19 74%</td></tr> </table>	Level	Starting # or %	Low	0/19 0%	Average	5/19 26%	High	14/19 74%
Level	Starting # or %								
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High	14/19 74%								
Explain how these Target outcomes demonstrate ambitious, yet realistic goals for measuring students' understanding of and progress toward the Learning Goal.	*Goal: All students will double their rank (decrease raw score by ½) by the end of the unit. For example: Students who average ranking in 2 will end up in Rank 1 by the end of the unit. (see Rubric)								

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Example of an SLO

Educator Name	Julie Sauve
School Name	Alta High School
District Name	Canyons School District
Year/Update	2013/14

Directions: Complete this section at the end of the instructional period (i.e., course, grade level). This section records the final outcomes for your student learning **Targets**.

Actual Outcomes for Targets: Targets were used to project levels of growth and proficiency toward the Learning Goal. Record the actual outcomes at the end of the instructional period for the whole class as well as for different subgroups, as appropriate.		
Record the actual number or percentage of students who achieved the Targets set in the section above at the beginning of the instructional period. Include any appropriate subgroups as noted above.	Level	Actual # or %
	Low	1/17 6%
	Average	9/17 53%
	High	7/17 41%

Please provide any comments you wish to include about actual student learning **Target** outcomes and proficiency levels.

When looking at the data, I am very pleased that every student (other than 2 had growth).
 -One of these students did not show growth because she did not turn in a portfolio, therefore I had no data to collect on her at the end. The other student that did not exhibit growth was already in the high group and remained in the high group.
 -I did not take into account those students that would drop the class when creating my targets, therefore the numbers in the class are different for the final than in the starting and targets.
 -I was overly ambitious when setting my targets. I expected every student to double their growth, which did not happen for every student.
 -47% of the students met their goal of doubling their score.
 -59% of the students exhibited growth.
 -58% of the students moved up at least one target level from pre test to the final.
 -23% of the student moved up two target levels from the pre test to the final.

- I did not take into consideration the fact that some students would not turn the assignment/portfolio in. Therefore if I were to do this process again, I would try to take this into consideration when creating my targets.

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Establish Educator Ratings: Use the table below to review the SLO with the administrator/supervisor and document the educator rating based on the established **Learning Goal, Assessment(s), and Targets**.

Educator Ratings: Educator rating results are based on the SLO Targets.			
☐ Does Not Meet Based on the students' starting points, students performed worse than expected.	☐ Partially Meets Based on the students' starting points, students partially performed as expected.	☒ Meets Based on the students' starting points, students performed as expected.	☐ Exceeds Based on the students' starting points, students performed better than expected.
Administrator/Supervisor comments:			
Date Administrator/Supervisor Signature			
Date Educator Signature (the signature does not necessarily indicate agreement with the rating) 5/20/14 Julie Sauve			

Benefits of SLOs

- 0 Both student and teacher are provided with **real feedback** about growth
- 0 Helps **teachers** identify areas of **strength and weakness** in own teaching
- 0 The **data validates** our work – We now have proof that students learn in our classes
- 0 **Students have fun** tracking their growth and being a part of the learning process
- 0 It takes some **extra organization** to plan out a unit with the SLO in mind – However, you become a **better teacher** when you do this!